REPORT RESUMES

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ANNUAL REPORT TO THE CONGRESS ON THE INTERNATIONAL EDUCATIONAL AND CULTURAL EXCHANGE PROGRAM, FISCAL YEAR 1966.

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AFTER BRIEF DESCRIPTIONS OF THE 1966 INTERNATIONAL EDUCATION ACT AND THE CENTER FOR EDUCATIONAL COOPERATION, THIS REPORT PRESENTS A SERIES OF PROGRAM DESCRIPTIONS. A TWENTIETH ANNIVERSARY CELEBRATION OF THE FULBRIGHT ACT BROUGHT TOGETHER WORLD GOVERNMENT OFFICIALS AND OUTSTANDING EDUCATORS UNDER THE THEME OF "DIVERSITY AND INTERDEPENDENCE THROUGH INTERNATIONAL EDUCATION." PROGRAMS FOR VARIOUS GEOGRAPHICAL AREAS ARE SURVEYED. USIA EDUCATIONAL AND CULTURAL ACTIVITIES ARE DESCRIBED, AS ARE MULTILATERAL AND SPECIAL ACTIVITIES. THERE ARE SECTIONS ON CULTURAL PRESENTATIONS, THE BOARD OF FOREIGN SCHOLARSHIPS, SERVICES TO VISITORS, AND THE COORDINATION OF EDUCATIONAL AND CULTURAL PROGRAMS. OTHER PROGRAMS AND DEVELOPMENTS INCLUDE AMERICAN-SPONSORED SCHOOLS ABROAD, TEENAGE PROGRAMS, A UNIVERSITY AFFILIATION PROGRAM, MULTINATIONAL EXCHANGE PROJECTS, AND AN EAST-WEST CENTER. AN APPENDIX CONTAINS STATISTICAL TABLES ON NUMBER OF EXCHANGE WITH ALL OF THE COOPERATING COUNTRIES, FIELDS OF INTEREST, AND 1966 FINANCES. (AF)

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Annual Report
to
The Congress

on the
International Educational
and
Cultural Exchange
Program

DEPARTMENT OF STATE
UNITED STATES OF AMERICA

Fiscal Year 1966

Bureau of Educational and Cultural Affairs

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ANNUAL REPORT TO THE CONGRESS ON THE INTERNATIONAL EDUCATIONAL AND CULTURAL EXCHANGE PROGRAM

FISCAL YEAR 1966

FL 000 826

Bureau of Educational and Cultural Affairs,
Department of State

August 14, 1967

THE WHITE HOUSE
August 14, 1967

TO THE CONGRESS OF THE UNITED STATES:

I am pleased to transmit the annual report on the international educational and cultural exchange program conducted during fiscal year 1966 under the Mutual Educational and Cultural Exchange Act of 1961 (Public Law 87-256, the Fulbright-Hays Act).

This report covers a period which saw the completion of two decades of international educational exchange and the laying of new foundations for its future. The groundwork done this year led eventually to the passage of the International Education Act of 1966, a milestone in our efforts to improve our citizens' knowledge of their world.

Today the United States looks ahead confidently to its relations with the rest of the world. It is a view in which there are great hopes and many hazards. Were our goals no more than materialistic, if we sought no more than power and material abundance, if we gained no more than scientific breakthroughs and military superiorities, ours might soon become a nation spiritually deprived and psychologically estranged from much of the world around us.

But it is to people, not things -- to the warmth and generosity of the American people, not to material things, that we turn in order to break the barriers of misunderstanding that forever threaten to divide us from our fellow men. The international exchange of students, teachers, scholars, and leading specialists is one of the Nation's most effective means for dispelling ignorance, prejudice, and international suspicion.

The educational and cultural exchange program is a relatively small but highly effective instrument in international relations. It enlists the participation of talented individuals who constitute a creative and influential minority in society. Henry Adams said in his "Education":

> "The difference is slight to the influence of an author, whether he is read by five hundred readers or by five hundred thousand; if he can select the five hundred, he reaches the five hundred thousand."

The program is not a "crash" one, but is designed, like education itself, to plant and cultivate the seed of understanding, which, having germinated and taken root, quietly flourishes.

Too often today men are tempted to think, in Emerson's phrase, that "things are in the saddle." Educational and cultural exchange reminds us that it is not on things -- not on machinery and gadgetry -- but on the minds and hearts of men that the human fate depends. Our educational and cultural exchange programs are person oriented. They are our American testimonial to the belief that, though mountains cannot meet, people always can.

I commend this report to the thoughtful attention of the Congress.

LYNDON B. JOHNSON

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THE INTERNATIONAL EDUCATION ACT OF 1966 AND THE CENTER FOR EDUCATIONAL COOPERATION

Just as educational and cultural exchange was neglected as an instrument of diplomacy until recently, so, also, relatively little effort was made in American institutions of higher education to create an understanding of the cultures of other peoples and an insight into their points of view and problems. Courses in history, literature, and the humanities in general were largely confined to our European heritage. Thus when, on May 17, 1966, the House Committee on Education and Labor recommended favorable action on H. R. 14643, which was later amended and enacted into law as the International Education Act of 1966, the Committee's report noted:

"Only 15 years ago, students had hardly any opportunity to learn about the larger part of the world's peoples and cultures. . . ."

"Only a handful of universities gave courses on Asia or the Middle East which emphasized the contemporary world; still fewer offered courses on Africa."

The Committee's report went on to point out that in the 1950's and 1960's steps to rectify this shortcoming in education had been initiated and supported almost exclusively by private resources--primarily certain large foundations and a few universities and colleges.

A turning point was marked, therefore, on September 16, 1965 when President Johnson, in his speech at the Smithsonian Institution, announced that he had directed a special task force to recommend a long-range plan for the furtherance of international education. The plan would be designed to assist education in the developing areas of the world, help schools and universities increase the international content of their curricula, further encourage exchange of students and teachers, accelerate the free flow of books and ideas and art, and bring together intellectuals to ponder common world problems.

Out of the recommendations of the President's task force came the International Education Act of 1966 (Public Law 89-698), which was signed into law on October 29, 1966 -- a little over a year after the President's historic announcement. The act provides for the establishment of centers for advanced international studies, including grants to universities for such centers; the giving of grants to universities to assist in improving undergraduate instruction in international studies; and the creation of a National Advisory Committee on International Studies, consisting of the Assistant Secretary of Health, Education, and Welfare (HEW) as chairman and not more than 15 additional members appointed by the President to advise on the implementation of the act and to make program recommendations. It also authorizes the U.S. Commissioner of Education to arrange for the establishment and operation of institutes for teachers in secondary schools to give broader understanding of international affairs; amends the Fulbright-Hays Act to enable nationals who come to the United States for study or teaching to exchange their foreign currency for dollars; and authorizes a study by the Secretary of HEW on ways to reduce the migration of trained and skilled personnel from the developing countries.

As part of the new emphasis on international education, the President directed the Secretary of HEW to establish a Center for Educational Cooperation within his agency. The Center will serve as a channel for communication between overseas missions and the U.S. educational community; will direct international education programs assigned to HEW and assist public and private agencies conducting international education programs.

Budgetary restrictions imposed by the demands of the war in Viet Nam will delay the full implementation of the Act until future appropriations. Nonetheless, in passing the International Education Act of 1966, the Congress gave important direction and dimension to a new approach to the role of international education in U.S. foreign affairs. The year 1966 was both a milestone and a turning point in the history of U.D. cultural relations with other countries.

THE 20th ANNIVERSARY CELEBRATION

The Fulbright Act (Public Law 584) laid the groundwork in 1946 for the utilization of foreign currencies owed to or owned by the United States for a cooperative program of educational exchanges. In celebration of the two decades of educational exchange, an anniversary symposium sponsored by the Board of Foreign Scholarships was held at Columbia University September 8-10, 1966. This convocation brought together government officials and outstanding educators from all over the world. "Diversity and Interdependence Through International Education" was the theme of the gathering.

Assistant Secretary of State for Educational and Cultural Affairs Charles Frankel, **from the philosophy department at Columbia University**, told the symposium that the Government was eager for new ideas. Dr. Frankel stressed the central importance of international educational and cultural exchange in the contemporary world. It is the obligation of the Government, he said, "to prepare people to live in an international environment: through education it must repair distorted views and misconceptions deriving from faulty communication. Finally, the Government must create a school system interlaced with educational systems of other countries."

The Chairman of the Board of Foreign Scholarships, Professor Oscar Handlin,[1/] pointed out that through the Smith-Mundt Act of 1948 (Public Law 402) and the Fulbright-Hays Act of 1961 (Public Law 87-256), educational

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[1/] Professor John Hope Franklin succeeded Professor Handlin as chairman September 15, 1966.

exchange has become not only an established program in all fields of education, scholarship, and the arts, "but also a significant new aspect of the relations of the United States with other countries."

Although the academic exchange program is on a selective rather than a quantitative basis, the cumulative number of participants since the Fulbright program came into full operation in 1948 is nonetheless impressive. During the period 1949-66, a total of 31,309 foreign students studied in the United States under the State Department's direct grant program and 13,695 American students studied abroad; 9,669 teachers from abroad taught here or participated in development programs and 5,463 American teachers taught in foreign schools or participated in seminars; 8,990 scholars from other lands lectured or pursued research here and 8,257 of their American counterparts were similarly engaged abroad.

The Fulbright Act was signed into law by the President of the United States on August 1, 1946. On August 1, 1966, twenty years later, in an address at the University of Colorado on "Education in International Relations," the father of the exchange program, Senator J. W. Fulbright, said that the twentieth century world is physically united by its economic and technological interdependence. Senator Fulbright then observed: "One of the purposes of international education, indeed of all education, is to help close the dangerous gap between the economic and technological interdependence of the peoples of the world and their psychological and spiritual alienation. Thus conceived, international education, which is often regarded as a plaything of harmless sentimentalists who hope to persuade the peoples of the world to feel more kindly about each other, is in reality a basic factor of international relations, quite as important as diplomacy and military power in its implications for war or peace."

SURVEY OF AREA PROGRAMS

A total of 10,563 exchangees participated in the State Department's exchange program in fiscal year 1966. There were 8,158 foreign citizens in the United States on grants to study, teach, lecture, engage in research, and observe, and 2,405 U.S. citizens on grants overseas for the same purpose. From 1949, the first full year of the operation of the Fulbright Act, through June 30, 1966, the two-way grantee traffic totaled 107,306, comprising 76,685 foreign nationals and 30,621 Americans. This growing body of alumni represents more than 130 countries and territories.

Following are some sample highlights of America's effort in 1966 to be both a teacher and a learner in the world forum of knowledge and ideas -- a forum in which the peoples of the Latin American Area, Africa, Western Europe, Eastern Europe and Yugoslavia, the Near East and South Asia, and East Asia and the Pacific are represented.

LATIN AMERICAN AREA

In fiscal year 1966 the number of new grantees to and from the countries of the Latin American Area totalled 2,103, compared to an average of 1,828 during the 5-year period 1961 through 1965.

During 1966 the Department continued to encourage and support the Latin American efforts in university modernization. Under the international visitor program, 25 key university administrators, deans, and ministry of education officials visited the United States to confer with colleagues and observe educational developments. For the second year, a U.S. consortium of 14 universities and 3 foundations engaged in a project to raise the academic standards of all of the major departments at the Autonomous University of Guadalajara, Mexico. The Department of State made it possible for several professors from Guadalajara to come to the United States for advanced research, study, and training, and for U.S. professors to go to Guadalajara and teach in the university and advise on the reorganization of its faculty.

The interuniversity arrangements between Rutgers University and the University of San Andres, La Paz, Bolivia, in the field of economics, continued for the third year. A similar interuniversity arrangement in the field of political science between Texas Western University and the University of Cochabamba, Bolivia which started in 1965, was active for a second year. Under State Department grants, U.S. professors of public administration went to the University of St. Augustine, Trinidad, to help train public servants for the newly established government.

The annual Latin American meeting on the Department's educational and cultural exchange program was held at Lima, Peru, March 21 to 25, 1966. Participants included USIS officers responsible for administering the educational and cultural exchanges in South America, executive officers of the binational educational commissions in the area, officers of the Department of State and the USIA, and a member of the Board of Foreign Scholarships. Among the topics discussed were: program directors in the Latin American area, foreign students, international visitors program, American-sponsored schools, country and regional seminars, and the function of the Board of Foreign Scholarships and the U.S. Advisory Commission on International Educational and Cultural Affairs.

The reflections of a number of U.S. student exchangees on their experiences in Latin America during the reporting year testify to the enriching value of the exchange program, not only in the classrooms, but frequently outside the university environment. A grantee student at the University of Minas Gerais in Belo Horizonte, Brazil, mentioned, for example, that "visiting favelas and slums in many parts of Brazil and other parts of South America -- as I did, gave me a greater understanding and compassion for the incredible suffering that goes on in the world, which certainly is not as obvious in the United States."

A student at the University of the Andes in Merida, Venezuela, commented that his contacts outside the university while researching his project were more helpful, intellectually stimulating, and socially enjoyable than many of his relationships within the university community. He remarked that the success or the failure of the exchange program "should be determined by the benefit that the grantee has personally derived from his stay in the host country. Of primary importance is how he as an individual has broadened his understanding and knowledge of Latin American society and how he plans to apply this knowledge in practical terms to his future work and life."

In a similar vein, a student grantee at Central University in Caracas, Venezuela, said: "More important (than influencing others) have been the general wealth of experiences which have made me understand a country and its people, and, hopefully, sharpened my judgement and broadened my viewpoints; in short, another step in the process of maturation."

"I have travelled extensively," the student wrote. "I have met and visited with Venezuelan families in all parts of the country, and it was with these people rather than the communist students that a real dialogue occurred."

In Bolivia an American student took note of the effectiveness of educational exchange in creating good will toward the United States based on a better understanding of the motives of this country. She observed that her presence in Bolivia on a university study grant was interpreted as an indication that American interest there was not simply financial and political. "I was personally interested in knowing them, learning about their culture -- without purpose to change, improve or protect. My job was to learn from them. It meant that we thought of Bolivia as more than an inferior nation. No other person, but a Fulbright (exchangee), is sent with this in mind."

The foregoing testimony of American exchange students illustrates the validity of reciprocity in the exchange program -- just as foreign students in the United States are affected positively by association with Americans in an actual U.S. environment, so the same effect is achieved for U.S. students abroad.

LATIN AMERICA

NUMBER AND TYPE OF EXCHANGES

During fiscal year 1966: 2,103 new grantees were exchanged between the United States and Latin America; 191 earlier grantees received extensions or renewals for an added year of study or teaching. The following table shows the numbers and activities of grantees who were exchanged during the period (July 1, 1965-June 30, 1966).

	FOREIGN GRANTEES IN U.S.	U.S. GRANTEES ABROAD
ACADEMIC:		
UNIVERSITY STUDY		
Arrivals	342	116
Extensions and renewals	153	
ADVANCED RESEARCH (Postdoctoral)		
Arrivals	39	4
Extensions and renewals	14	
UNIVERSITY LECTURING		
Arrivals	10	112
Extensions and renewals	3	18
TEACHING OR TEACHER DEVELOPMENT		
Arrivals	297	7
Extensions and renewals	2	1
INTERNATIONAL VISITORS:		
SPECIALIZED PROGRAMS 1/		
Arrivals only	89	72
OBSERVATION AND CONSULTATION 2/		
Arrivals only	297	
EDUCATIONAL TRAVEL		
Arrivals only	713	5
TOTAL		
Arrivals	1,787	316
Extensions and renewals	172	19
	1,959	335

1/Identified as specialists in Table 1, Appendix A.
2/Identified as leaders in Table 1, Appendix A.

AFRICA

In 1966 the Department of State emphasized short-term international visitor projects in its exchange programs with African countries. These projects included grants for cabinet ministers and members of parliament; ranking public officials in influential positions; and key people in the communications media, the education field, youth movements, political parties and labor unions. In view of the formative stage of most higher education institutions in Africa, a substantial number of the university student grantees from Africa were undergraduates.

One of the 1966 international visitor projects illustrates with particular force the immediate and concrete results of an exchange experience for an African leader. The Minister of Local Government and Housing of Zambia, on a 30-day observation and consultation tour of the United States, gained valuable and practical knowledge of low-cost construction of prefabricated housing units which he hopes to adapt in his country. At the same time, he acknowledged that he returned to Zambia with new perspectives on America's civil rights problems.

As in many other regions of the world, one of the barriers to mutual understanding between many Africans and Americans is language. The teaching of English, therefore, is one of the most useful functions which American exchangees can perform. A U.S. teacher in Morocco reported that at the end of her year teaching a course in remedial English in a senior secondary school for boys, the students had a sound knowledge of basic English grammar and a passable verbal command of the language. Most important, she said, the boys had acquired a keen interest in the United States as well as a desire to continue their study of the language.

For future U.S. relations with the new African states the presence of exchange program alumni in positions of responsibility in their respective governments will be helpful in securing understanding if not agreement. In one of the African countries during the reporting year, three men who have been in the United States on international visitor grants were elevated to important posts in the government -- one becoming Minister of Internal Affairs, another becoming Minister of Health, and a third being made Deputy Minister of Foreign Affairs.

A notable example of cultural interchange was the visit to several African countries by the American musicologist and choral director, Mr. Jester Hairston. Most effective with African audiences were Mr. Hairston's lectures on the evolution of Negro spirituals. The head of the Musicians Federation in the Ivory Coast was so impressed with the lectures and workshops that he ordered multiple copies of Mr. Hairston's recordings which are now being used regularly in music classes in the Ivory Coast. One of Mr. Hairston's choral arrangements was performed by the National Chorale Group of the Ivory Coast which was subsequently invited to Paris for a special Christmas television appearance.

The effect of the exchange program in creating a more understanding attitude toward the United States was noted in a number of African countries whose policy of "nonalignment" usually precludes such understanding. In Dahomey, for example, a prominent lawyer, as well as a newspaper owner and editor, had articles in the Dahomean press describing in favorable terms various aspects of American life of which he had gained direct knowledge as a Department of State grantee. In general, U.S. embassies in Africa reported improved cooperativeness and understanding by participants in the Department's international visitor and educational exchange projects.

AFRICA

NUMBER AND TYPE OF EXCHANGES

During fiscal year 1966: 547 new grantees were exchanged between the United States and the countries of Africa; 211 earlier grantees received extensions or renewals for an added year of study or teaching. The following table shows the numbers and activities of grantees who were exchanged during the period (July 1,1965-June 30, 1966):

	FOREIGN GRANTEES IN U.S.	U.S. GRANTEES ABROAD
ACADEMIC:		
UNIVERSITY STUDY		
Arrivals	126	
Extensions and renewals	201	
ADVANCED RESEARCH (postdoctoral)		
Arrivals		1
Extensions and renewals	1	1
UNIVERSITY LECTURING		
Arrivals	2	18
Extensions and renewals		7
TEACHING OR TEACHER DEVELOPMENT		
Arrivals	3	5
Extensions and renewals		1
INTERNATIONAL VISITORS:		
SPECIALIZED PROGRAMS [1]		
Arrivals only	64	33[3]
OBSERVATION AND CONSULTATION[2]		
Arrivals only	186	
EDUCATIONAL TRAVEL		
Arrivals only	74	35
TOTAL		
Arrivals	455	92
Extensions and renewals	202	9
	657	101

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[1] Identified as specialists in Table 1, Appendix A.

[2] Identified as leaders in Table 1, Appendix A.

[3] Includes 5 specialists who traveled to a combination of African and European or Near Eastern countries.

WESTERN EUROPE

The countries of Western Europe continue to account for the largest percentage of exchangees in the United States -- approximately 31 percent in 1966. Likewise American interest in foreign educational and cultural experience is still directed very strongly toward Western Europe and 53 percent of the U.S. grantees abroad during the reporting year were in that area of the world. The continued heavy emphasis on exchanges with Europe is a recognition that the Atlantic nations comprise the core of free world strength and that traditional educational and cultural ties with the United States must be regularly reinforced.

The benefits to the United States from the exchange program in the form of a deeper understanding of this country are illustrated in the articles written by an Italian journalist who visited under a partial travel grant during the year. In a series of 11 articles he developed, among other themes, the idea of the "Great Society." He quoted President Johnson's words: "We respect the past. We honor the past. We are guided by the lessons of the past. But government which derives its just power from the consent of the governed must always be concerned with -- and conscientiously devoted to -- the future." Candid about "errors" in American society, the Italian newsman, however, pointed out to his readers that many Americans are aware of race prejudice, for example, and are doing their best to eradicate it.

American studies continued to be of central importance in the U.S. educational and cultural program in Western Europe. There were by the summer of 1966 eight chairs in American history or literature in Great Britain, compared with one chair in 1940. In Finland, Norway, and Sweden, the study of American literature is now obligatory for students specializing in English language and literature. At the 18 universities in Germany, there are 23 chairs in American studies -- 15 in American literature, 2 in American history, 1 in political science, 2 in economic and social sciences, 2 in American civilization, and 1 in American geography. In Italy, 18 Italian scholars hold chairs or teach specialized courses in American studies. In France all 23 universities are required to offer courses in American literature and civilization.

A nation's school teachers constitute potentially the strongest single force in freeing youthful minds from the stereotypes about alien lands. In the international teacher development program, the American Civilization Project for Teachers from France is a State Department supported activity that has contributed significantly in the past to a better informed view of the United States. Sixteen women and 12 men, representing public and private secondary schools throughout France, participated in the 18th session of this project between July 14 and September 11, 1965. As during the previous two summers, following orientation in New York City, the program included a brief tour of New England, 4 weeks of study and discussion at the University of Colorado, and a 23-day trip through the West and South.

Two other group teacher development projects of note in 1966 were: a 60-day visit by 10 Italian school superintendents that included a 4-week seminar in general school administration at the University of Pittsburgh and observation of school systems in a number of States; a 30-day visit by 2 officials of Ireland's Education Department and 40 Irish educators representing various school levels.

WESTERN EUROPE

NUMBER AND TYPE OF EXCHANGES

During fiscal year 1966: 3,106 new grantees were exchanged between the United States and the countries of Western Europe; 685 earlier grantees received extensions or renewals for an added year of study or teaching. The following table shows the numbers and activities of grantees who were exchanged during the period (July 1, 1965-June 30, 1966).

	FOREIGN GRANTEES IN U.S.	U.S. GRANTEES ABROAD
ACADEMIC:		
UNIVERSITY STUDY		
Arrivals	812	646
Extensions and renewals	471	70
ADVANCED RESEARCH (Postdoctoral)		
Arrivals	273	126
Extensions and renewals	91	3
UNIVERSITY LECTURING		
Arrivals	117	146
Extensions and renewals	24	5
TEACHING OR TEACHER DEVELOPMENT		
Arrivals	274	236
Extensions and renewals	16	5
INTERNATIONAL VISITORS:		
SPECIALIZED PROGRAMS [1]		
Arrivals only	84	47 [3]
OBSERVATION AND CONSULTATION [2]		
Arrivals only	342	
EDUCATIONAL TRAVEL		
Arrivals only	3	—
TOTAL		
Arrivals	1,905	1,201
Extensions and renewals	602	83
	2,507	1,284

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[1] Identified as specialists in Table 1, Appendix A.

[2] Identified as leaders in Table 1, Appendix A.

[3] Includes 14 specialists who traveled to a combination of Western European and Eastern European, Near Eastern, or African countries.

EASTERN EUROPE AND YUGOSLAVIA

Soviet Union

The Soviet academic exchange program operates under a U.S. - U.S.S.R. exchange agreement. The Interuniversity Committee on Travel Grants (IUCTG)[1/] arranges the exchanges under the agreement.

A total of 32 American graduate students attended Soviet institutions during the reporting year and 3 Soviet graduate students were enrolled in American universities. In June 1966, the fourth consecutive summer exchange of language teachers with the Soviet Union began. Twenty-five American teachers of Russian and two language specialists went to Moscow State University for a summer course; 25 Soviet teachers of English headed by two language specialists came to Georgetown University for a similar course in English. Four U.S. professors lectured in the Soviet Union and eight did research there during the fiscal year. In the same period eight Soviet professors did research in the United States and four lectured here.

Poland

Although there was a slight reduction in the educational and cultural exchange program between the United States and Poland in 1966, a substantial amount of exchange activity was sustained in literary, artistic, educational, and scientific fields.

The International Visitors phase of the program with Poland was of

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[1/] A committee with offices at Indiana University representing 49 U.S. universities concerned with international academic exchanges with the USSR, Bulgaria, Czechoslovakia, and Hungary. The exchanges are financially supported by the Department of State, the Ford Foundation, and the universities.

central importance in 1966 as in previous years. The examples that follow illustrate the wide variety of professional interests represented by the Polish leaders and specialists. Lucjan Wolanowski, foreign editor of Swiat, spent approximately 7 weeks in the United States, visiting centers of performing arts, museums, and community leaders. The musical director of the Poznan State Opera, Robert Satanowski, made a 2-month visit to musical organizations in several U.S. cities. Also for approximately 2 months, Bronislaw Zielinski, chairman, translation section, Polish Pen Club, visited writers throughout the United States and studied American literature.

In the American studies program in Poland the three lecturers in American literature at the Universities of Warsaw, Lodz, and Krakow continued to be the mainstay in 1966. Eight American lecturers attended the 3-week summer English Seminar at Poznan University sponsored by the Polish Ministry of Higher Education.

Czechoslovakia

For the first time a Czechoslovak teacher of English came to the United States under the exchange program. The exchangee, a member of the English Department of Prague's College of Agriculture, following his return home, gave four talks on his trip and on the methodology of language teaching in the United States. (One of the talks was before the office staff of Czechoslovak Prime Minister Lenart.) Fiscal year 1966 marked the first Czechoslovak participation in the Salzburg Seminar for American studies.

Hungary

The friendly and interested reception given the American microbiologist Robert N. Goodman who went to Hungary as a U.S. grantee demonstrates the unifying influence of any shared concern -- in this case a concern about plant protection. Dr. Goodman visited various agricultural institutes throughout the country and gave a number of lectures on technical themes. The poet W. D. Snodgrass, who was also favorably received in Czechoslovakia and Romania, was asked by a local magazine editor in Hungary to translate some Hungarian poems into English. Mr. Snodgrass has had two of his poems published in translation in Nagyvilag, a monthly magazine in Hungary devoted to foreign literature.

Romania

For the second consecutive year Dr. Ruth C. Hok, University of Michigan, and Dr. Adrian Jaffe, Michigan State University, lectured respectively on English teaching methods and American literature at the summer training course for Romanian teachers of English. Other American specialist exchangees in Romania included the city planning expert John W. Reps, the Columbia University professor of law and international relations Richard N. Gardner, and the composer from Mannes College, William J. Sydeman.

Bulgaria

Developments in 1966 in the exchange program with Bulgaria included the consummation of a number of exchanges that had been under discussion for several years and the successful carrying out of a teacher development exchange involving two Bulgarian teachers. Particularly important was the completion of a 4 months' consultantship in English teaching in Bulgaria by exchangee Ray G. Harris, of Purdue University. In addition to his seminars, classes, and lectures, Professor Harris collaborated on writing an English teaching textbook.

Yugoslavia

In 1966, under the influence of the newly formed binational Commission in Yugoslavia, academic exchanges received strong emphasis. Yugoslav students and faculty members came to the United States in exchange programs conducted with the cooperation of Indiana University, the Great Lakes College Association, and Western Michigan University.

Financed jointly by the State Department and the Ford Foundation, the Ljubljana-Cornell University Urban Planning Conference was initiated in 1966. Ten American experts visited Lyubljana for consultation with Yugoslav regional and urban specialists in the first phase of a 2-year research program. The intercountry lecture program brought eight Americans to Yugoslavia to participate in four seminars of Yugoslav English teachers in Skopje, Sarajavo, Rijeka, and Belgrade.

EASTERN EUROPE AND YUGOSLAVIA

NUMBER AND TYPE OF EXCHANGES

During fiscal year 1966: 404 new grantees were exchanged between the United States, Yugoslavia, and countries of Eastern Europe; 13 earlier grantees received extensions or renewals for an added year of study or teaching. The following table shows the numbers and activities of grantees who were exchanged during the period (July 1, 1965-June 30,1966):

	FOREIGN GRANTEES IN U.S.	U.S. GRANTEES ABROAD
ACADEMIC:		
UNIVERSITY STUDY		
Arrivals	46	8
Extensions and renewals	7	
ADVANCED RESEARCH (postdoctoral)		
Arrivals	30	6
Extensions and renewals	3	
UNIVERSITY LECTURING		
Arrivals	2	6
Extensions and renewals		1
TEACHING OR TEACHER DEVELOPMENT		
Arrivals only	18	
INTERNATIONAL VISITORS:		
SPECIALIZED PROGRAMS [1]		
Arrivals only	38	47 [3]
OBSERVATION AND CONSULTATION [2]		
Arrivals only	39	
EDUCATIONAL TRAVEL		
Arrivals only	4	
IUCTG EXCHANGES [4]		
Arrivals	83	77
Extensions and renewals		2
TOTAL		
Arrivals	260	144
Extensions and renewals	10	3
	270	147

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[1] Identified as specialists on Table 1, Appendix A.

[2] Identified as leaders in Table 1, Appendix A.

[3] Includes 5 specialists who traveled to a combination of Eastern European and Western European or Near Eastern countries.

[4] Exchanges arranged through the Inter-University Committee on Travel Grants with the U.S.S.R., Bulgaria, Czechoslovakia, and Hungary.

NEAR EAST AND SOUTH ASIA

The area embracing the Near East and South Asia, like other developing areas, is undergoing rapid and far-reaching change. In much of the Near East and South Asia the products of technological progress and innovation, the interest of the people generally in acquiring them, and the ideas that inevitably go with them, are together creating strong pressures for departure from older social and cultural attitudes and traditions. New ideas are replacing traditional ones. Faced with sudden and over whelming revolutionary developments, some of the countries have requested U.S. educational and technical assistance.

In responding to this appeal the United States has become involved in the whole process of modernization, with its economic, political, and social repercussions. This involvement has placed on the United States a share of the responsibility for directing and influencing attitudes and for introducing methods to accomplish the transformation. In this updating process, the exchange program is an important element in U.S. efforts to assist in the transition and to ensure stability.

The aims of the exchanges with the countries of the area are to expand the scholarship programs to meet the shortage of trained personnel in skills needed in modernizing systems and institutions and to provide opportunities for training specialists in all fields; to assist the governments in their long-range educational reforms by exposing their officials and scholars to what has been happening in the United States in the fields of government, economics, and law; to support interchanges in communications, labor, management, library and social work, youth development and the humanities;

to encourage the development of new teaching methods in college and secondary schools, and to adopt a variety of other measures to advance economic and social progress.

There were 1,096 new grantees exchanged between the United States and Near Eastern and South Asian countries during fiscal year 1966. In addition, extensions or renewals for a further year of study or teaching were given to 698 grantees.

The activities of many grantees demonstrated the importance and value of the exchange program. American specialist Dr. Jan Karski, associate professor of government at Georgetown University in Washington, D.C., gave some instructive and memorable lectures on "Main Western Political Systems" and "Western Comparative Constitutions" before interested audiences in Karachi, Pakistan.

An American interpreter of the law who lectured University of Athens law school students was Supreme Court Justice Potter Stewart, who visited Athens during the reporting year under an American specialist grant. His addresses were published in Greece and had notable impact.

"Social Justice and the Common Man" is a subject on which informed people in India have strong opinions. It is gratifying, therefore, that after American specialist Jack Barbash, University of Wisconsin economics professor and labor expert, gave a lecture under this title at Lucknow, the State Minister of Social Welfare was so enthusiastic that he called the Minister of State about the possibility of an appearance by grantee Barbash before the Legislative Assembly.

The director of Bharati Kala Bhawan in Ujjain, India, Vishmu S. Wakankar, an archeologist particularly interested in prehistoric rock and cave paintings, covered 18,000 miles and met 180 archeologists and museum directors during his U.S. visit. Mr. Wakankar's field and lecture tour included one of the first and most extensive archeological surveys of engravings and rock paintings ever conducted in the United States.

Jon Higgins, a U.S. student grantee in Indian music, generated enthusiasm and good will throughout South India by his "remarkable *tour de force* of musicianship." One expert especially praised Mr. Higgins' achievement in the development of American musicology.

NEAR EAST AND SOUTH ASIA

NUMBER AND TYPE OF EXCHANGES

During fiscal year 1966: 1,096 new grantees were exchanged between the United States and the countries of the Near East and South Asia; 698 earlier grantees received extensions or renewals for an added year of study or teaching. The following table shows the numbers and activities of grantees who were exchanged during the period (July 1, 1965-June 30, 1966):

	FOREIGN GRANTEES IN U.S.	U.S. GRANTEES ABROAD
ACADEMIC:		
UNIVERSITY STUDY		
Arrivals	389	49
Extensions and renewals	642	11
ADVANCED RESEARCH (postdoctoral)		
Arrivals	60	30
Extensions and renewals	24	1
UNIVERSITY LECTURING		
Arrivals	25	132
Extensions and renewals	5	8
TEACHING OR TEACHER DEVELOPMENT		
Arrivals	108	50
Extensions and renewals	2	5
INTERNATIONAL VISITORS:		
SPECIALIZED PROGRAMS[1]		
Arrivals only	101	59[3]
OBSERVATION AND CONSULTATION[2]		
Arrivals only	86	
EDUCATIONAL TRAVEL		
Arrivals only	7	—
TOTAL		
Arrivals	776	320
Extensions and renewals	673	25
	1,449	345

1/ Identified as specialists in Table 1, Appendix A.

2/ Identified as leaders in Table 1, Appendix A.

3/ Includes 16 specialists who traveled to a combination of Near Eastern and Far Eastern, European or African countries.

EAST ASIA AND PACIFIC

Our exchange program with Far Eastern countries is designed to assist in their establishing modern democratic societies. We support the aspirations of Asians for responsible government and provide assistance in the formation and strengthening of an educational and intellectual base for orderly progress. Grants are given to Americans to enlarge their knowledge of Asian affairs, thus enabling them to contribute to the formulation and execution of a U.S. foreign policy based on a better understanding of Asian realities.

During fiscal year 1966, a total of 1,126 new grantees were exchanged between the United States and the countries of East Asia and the Pacific area. Extensions or renewals for a further year of study or teaching were given to 566 others.

The main element of our interchange with Japan continued to be academic exchanges. Complemented by leader and specialist grants in the fields of labor, mass media, the arts, and youth affairs, these programs were aimed at developing and vitalizing free world ideals among politically influential segments of Japanese society. Under the Labor Exchange Program, Japanese labor-management teams visited the United States observing techniques which could be applied to industrial processes in Japan. What these teams saw and learned in the United States refuted many of the entrenched and stereotyped notions they had about our country.

The Kyoto Summer Seminar in Japan continued to expand its regional participation. In the summer of 1966, five Koreans joined the seminar and expressed enthusiasm about the program. Plans were developed to have participants from Taiwan and the Philippines in 1967. Twenty-four U.S. panelists were given grants to participate in the seminar during the period 1962-66.

Until recently, the University of Tokyo was the only Japanese university which had an American studies program leading to a bachelor's degree. Japan Women's University and Tsuda Women's College in Tokyo now have similar programs financed in part by the American Studies Foundation.

Grants were given to a number of officials in the Korean Government to help promote the progress of responsible and democratic leadership. To nurture an intellectual atmosphere essential to the growth of free government, academic programs in comparative government, American studies and law were developed.

In the Republic of China (Taiwan), the principal emphasis in the academic exchange program was placed on natural science, American studies, Chinese language and area studies, the social sciences, and humanities. English teaching was also stressed. In the leader and specialist programs, present and potential leaders at the provincial and municipal levels were singled out for special concentration.

Contacts with Vietnamese intellectuals and youth were expanded, consistent with our national concern with their country. American professors in the liberal arts and science were assigned to universities and short-term U.S. visiting lecturers participated in seminars and workshops. Important Vietnamese groups were involved in stimulating and fruitful exchanges with their U.S. counterparts.

In Laos, new initiatives were taken to cultivate in leaders and educators a better understanding of U.S. education and of American techniques in mass communication. Young Laotians received training in U.S. high schools for teaching and administrative positions in their home communities.

Thai specialists, including district officers and village teachers, came to the United States for specialized instruction and training. U.S. professors lectured at major universities in Bangkok and at new provincial centers of education.

The exchange program in Malaysia featured the training of much-needed personnel for jobs in the fields of public administration and economic development. Academic grants and the leader program for Australian and Filipino representatives of labor, education, and the press were maintained at approximately the 1965 level.

Projects of a multinational character remained important. They included the training of Asian leaders in community recreation and social welfare activities, and the exchange of Asian university student leaders.

The exchange program is a story of people as well as programs. The activities and accomplishments of a number of U.S. grantees in East Asia and the Pacific area fulfilled the objectives of the Fulbright-Hays Act by fostering friendship and understanding. For example, American specialist Charles R. Anderson, Caroline Donovan Professor of American Literature at Johns Hopkins University, stimulated a strong interest in American studies at educational institutions in Singapore during his visit there in Nov.-Dec. 1965. Six months later, American specialist Mrs. Marietta Tree, personal representative of the United Nations Secretary General to the U.N. International School, helped create a deeper and wider awareness and understanding of the U.N. in Singapore. As in the case of numerous other American specialist grantees, Professor Anderson and Mrs. Tree included more than one country in their tour.

Positive results followed the visit of East Asian grantees. For instance, a Japanese employee of the Mitsubishi Bank in Tokyo who studied at the University of Illinois felt he had learned so much from his experience that he persuaded his bank to sponsor annually, beginning in 1966, four of its employees for a year of study in the United States -- all expenses paid by the bank.

EAST ASIA AND PACIFIC

NUMBER AND TYPE OF EXCHANGES

During fiscal year 1966: 1,126 new grantees were exchanged between the United States and the countries of East Asia and Pacific; 566 earlier grantees received extensions or renewals for an added year of study or teaching. The following table shows the numbers and activities of grantees who were exchanged during the period (July 1, 1956-June 30, 1966):

	FOREIGN GRANTEES IN U.S.	U.S. GRANTEES ABROAD
ACADEMIC:		
UNIVERSITY STUDY		
Arrivals	334	33
Extensions and renewals	436	9
ADVANCED RESEARCH		
Arrivals	127	53
Extensions and renewals	103	2
UNIVERSITY LECTURING		
Arrivals	24	96
Extensions and renewals	9	2
TEACHING OR TEACHER DEVELOPMENT		
Arrivals	85	23
Extensions and renewals		5
INTERNATIONAL VISITORS:		
SPECIALIZED PROGRAMS[1]		
Arrivals only	120	67[3]
OBSERVATION AND CONSULTATION[2]		
Arrivals only	156	
EDUCATIONAL TRAVEL		
Arrivals only	2	6
TOTAL		
Arrivals	848	278
Extensions and renewals	548	18
	1,396	296

1/ Identified as specialists in Table 1, Appendix A.

2/ Identified as leaders in Table 1, Appendix A.

3/ Includes 5 specialists who traveled to a combination of Far Eastern and Near Eastern or African countries.

USIA EDUCATIONAL AND CULTURAL ACTIVITIES

The United States Information Agency (USIA) is responsible for the overseas administration of the Department of State's educational and cultural exchange programs. The Agency, known abroad as U.S. Information Service (USIS), also collaborates with the Department of State in the planning of the Cultural Presentation Program.

During the year USIA enlarged and made more effective its book program. In his address at the Smithsonian Institution in September 1965 and again in his message to Congress on February 2, 1966, President Johnson emphasized the importance of the free flow of books and other educational materials in enlarging the boundaries of international understanding.

The USIA makes a major contribution to the wider distribution of U.S. books abroad through its information centers; its assistance to binational centers; its support of special low-priced editions of American books published in the United States in English and in translated editions published abroad; its English teaching programs; books exhibits; presentation of books to institutional libraries; and the Informational Media Guaranty program.

INFORMATION AND BINATIONAL CENTERS

As of June 30, 1966, USIA was operating 166 information centers and 57 reading rooms in 84 countries, through which substantive support was given to the educational and cultural affairs program, by means of library services, concerts, lectures, film showings, exhibits, and other activities. In addition, USIA was cooperating with and giving financial support to 132 binational centers in 29 countries, which also provide a variety of academic and cultural programs, and which handle important phases of the selection, processing and orientation of exchange students brought to the United States.

During fiscal year 1966, a system of regional professional supervision of libraries was expanded, book collections were reviewed and revamped to focus more sharply on program objectives and efforts were continued to house several of the libraries and binational centers in more adequate quarters.

Binational centers and USIS Information Centers were increasingly active during the reporting period in supporting American studies courses offered by foreign educational institutions chiefly by providing special library services for professors and students. In selected countries, major emphasis was given to expanding programs that encourage university students and other youth groups to use books and printed materials to the maximum.

Books are essential tools in achieving U.S. educational and cultural objectives in the world. To assist overseas staffs in the selection and effective use of books, USIA prepares and distributes bibliographies related to educational and cultural subjects which have been compiled and distributed during the 5-year period 1961-66. Among them are the following:

Education
- International Education (May 1966)
- Adult Education (July 1964)
- Higher Education (Mar. 1964)
- Elementary and Secondary Education (Dec. 1963)
- Books in Simple English (June 1963)
- Secondary School Materials (May 1962)

American Studies
- Fiction of 1965 (Jan. 1966)
- Fiction of 1964 (Jan. 1965)
- Classics of American Literature (Feb. 1965)
- U.S. Cultural Development (Jan. 1965)
- Readings for Syllabus of American Studies (June 1963)
- U.S. Performing Arts (Apr. 1963)
- U.S. History (Jan. 1962)

Other University Subjects
- Economics (Aug. 1965)
- Political Science (Sept. 1962)

International Affairs
- International Cooperation (Dec. 1965)
- Modernization (May 1963)

Reference
- Bibliography of Bibliographies (Mar. 1966)
- Reference Books (May 1965)
- Library Service (Apr. 1963)

BOOKS ABROAD

USIA assists foreign publishers to publish and distribute translations and reprints of U.S. books at prices within the means of students, teachers and the general public. It also assists U.S. publishers in producing and distributing special low-priced paperbound books (in standard text and simplified English). These books make a major contribution to the educational development of the emerging nations.

The product of these USIA - supported book publishing efforts has more than doubled during the past 5 years. Altogether 1,613 editions were published in fiscal year 1966 in 12.3 million copies in book and serial form in English and 34 foreign languages for distribution abroad as compared with 777 editions in 6 million copies in 1962.

In a number of geographic areas the progress in the book publishing and distribution program during the 5-year period was particularly notable. To meet the demand in Latin America for more American books in Spanish and Portuguese and to counter the Communist-inspired publications there, 4.4 million copies of 434 titles in these languages were published in 1966, compared with 346,125 copies of 40 titles in 1962. For the newly independent countries of Africa, where 50,000 copies of five low-priced American books in French, with attractive formats, were printed in 1962, the total by 1966 had climbed to 650,000 copies of 60 different editions. Many of these French-language editions for Africa have also been distributed in Viet-Nam and Laos. In India, in 1966, some 658,100 copies of 153 college-level American textbooks for use in courses taught in English were published under the Public Law 480 textbook program. The corresponding number 5 years before was 49,000 copies of 19 different volumes. In Southeast Asia there was an appreciable increase during 1962-65 in the use of American books both as texts and as collateral reading. Increased support was given U.S. publishers and distributors to enable them to introduce simplified texts to students of English in Africa and Latin America and to make paperback reprints available to young African scholars.

The Informational Media Guaranty Program (IMG) **made** possible the commercial distribution of American books, periodicals, films, recordings and other educational and informational materials in dollar-short countries. By contractual arrangement with qualified U.S. exporters the Agency guarantees the convertibility of soft currency proceeds from sales of materials in all of the major educational, scientific and cultural disciplines. In fiscal year 1966 more than 55 percent of the funds converted were derived from the sale of books or rights to translate or reprint books. Because of the gradual decline in IMG funds available to underwrite export transactions, the level of the program has gone slowly but steadily downward. In fiscal year 1962 the Agency converted $5,309,938 worth of foreign currencies earned in 10 countries. In 1966 the conversions were down to $2,562,853, in eight countries.

USIA also stimulates interest in U.S. books by participation in (and encouraging U.S. publishers to participate in) international book fairs, by preparing and distributing book exhibits, and by other promotional devices which bring American works to the attention of potential readers.

ENGLISH TEACHING PROGRAM

A U.S. Government policy statement, dated January 11, 1965, recognized the worldwide demand for help in English teaching, and stated that each Government agency concerned should assign a high priority to activities in this area. In support of this policy directive, English teaching has continued to command a very high priority as a part of USIA's program, within the limitations of its resources.

In response to worldwide interest, the Agency's English teaching activities have continued to expand during the past 5 years. The activities principally comprise: direct classroom teaching overseas at binational cultural centers, USIS information centers, and USIS-supported language centers; support of overseas seminars for national teachers of English; the broadcasting of English lessons by radio and television; and the development of English teaching materials, including television series, radio programs, and study units for classroom and seminar use.

Over the last 5 years, there has been a steady increase in direct teaching programs for specific audience groups, culminating in a total enrollment of more than 300,000 students in fiscal year 1966. Additionally, an increasing number of USIS posts without institutionalized programs have conducted informal English classes for persons in positions of actual or potential leadership.

Renewed efforts have been made in cooperation with local ministries to improve the professional competence of English teachers in national school systems in other countries. USIS took part in 84 seminars for English teachers in 29 countries reaching a total of 3,500 teachers in fiscal year 1966. It is estimated that these teachers taught over half a million students.

USIA's Voice of America has, during the past 5 years, completed seven radio series designed for use with intermediate and advanced students and by teachers of English. An eighth series, Review Your English, is nearing completion.

Response to the Agency-produced TV series Let's Learn English, Let's Speak English, and Adventures in English has been overwhelming in Mexico, Japan, Austria, and a number of other countries.

The English Teaching Forum, a bi-monthly periodical especially for English teachers, which in 1962 had a circulation of 9,500, now is distributed to 33,500 teachers of English in other countries.

EXHIBITS

During fiscal year 1966, USIA exhibits enabled an estimated 20,000,000 people in 123 countries to gain a clearer view of important aspects of American life. Outstanding among these exhibits were Architecture-USA, Graphic Arts-USA, Three American Photographers (on the theme of the Negro in American life), Eyewitness to Space, Solar Science, and Washington-Magnificent Capital.

In Finland, an abridged version of Graphic Arts-USA stimulated the accolade: "America is definitely the dominating country in graphic arts." The Times of India commented that the exhibit "provides an opportunity to see the media at its best." Architecture-USA, following successful showings in the Soviet Union and Eastern Europe, attracted an audience of a million at the First Asian Trade Fair in Bangkok. A prominent Thai architect wanted to buy the exhibit for permanent display in that city.

Three American Photographers aroused so much favorable comment at the Dakar Festival of the Negro Arts that four additional copies were reproduced for further circulation among African nations and two for showings in Europe.

Enthusiastic audiences, estimated at 2,000,000, viewed the exhibit Eyewitness to Space--consisting of reproductions in full color of paintings produced by prominent American artists at the Cape Kennedy Space Center.

In major cities of the Soviet Union, through cultural exchange agreements with the USSR, eight exhibits on important aspects of American culture were shown to large audiences during the past 6 years.

OTHER CULTURAL ACTIVITIES

Support of Cultural Presentations

Through all of its media, USIA continued to provide promotional support for the Department of State's Cultural Presentations Program.

In addition to USIA-prepared promotion kits of pictures and story material, special radio programs were transmitted with commentaries, interviews, and taped music. The Agency's wireless files carried news and features in English and translations about the tours of performing artists. Overseas printing plants produced posters, heralds, and brochures for distribution in the field. When feasible, short films were also provided for television or direct projection. Books about or by the artists, as well as records, were supplied in advance of touring groups. Using Agency visual materials, USIS Information Centers mounted window displays calling attention to visiting artists.

Lecture Packets

The Agency regularly provides USIS posts with lecture packets to be used by U.S. official speech writers, leaders of discussion groups and seminars, and information and binational center lecturers. Packets contain lecture texts, usually written by leading American authorities, on a variety of subjects -- American domestic programs, foreign relations, democratic institutions, and interpretations of trends and events in American life and culture, education, politics, race relations, space programs. Each packet contains, in addition to the lecture text, such material as bibliographies, statistical reports, lists of films, publications and exhibits.

American Music

During 1966 the USIA continued its efforts to make American music better known throughout the world. Some 9,600 recordings were sent to information and binational centers, many of which were used in support of artists going abroad under the Cultural Presentations Program. In addition, 6,300 musical scores were purchased and 107 major scores were rented and sent abroad. By making these scores available to local artistic groups overseas, the Agency facilitated 30 operatic performances in eight cities, 16 performances of musical comedies in six cities, and an undetermined number of symphony and popular concerts.

MULTILATERAL AND SPECIAL ACTIVITIES[1]

U.S. NATIONAL COMMISSION FOR UNESCO

The Year 1966 marked the 20th anniversary of the founding of the United Nations Educational, Scientific and Cultural Organization (UNESCO). A Presidential proclamation commemorating the occasion stressed continued U.S. support of UNESCO in its efforts to create a world climate in which a just peace may prevail. Many State Governors also issued proclamations honoring UNESCO and urging support for its aims. The U.S. National Commission encouraged universities and private organizations to undertake appropriate anniversary activities. A number of institutions and groups honored the occasion and several commemorative international scholarships were offered.

The Commission undertook during the year an intensive re-evaluation of UNESCO programs and objectives. At its annual conference, the Commission drafted specific recommendations to be made to U.S. institutions and to the U.S. Government regarding problems of education and science in the developing countries, cooperation for population control, and the

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1/ The Multilateral and Special Activities function in the Bureau of Educational and Cultural Affairs was established to give adequate attention in the Department to multilateral educational, scientific, and cultural programs and to insure their coordination with bilateral activities. To promote U.S. interests, the Bureau is making increased efforts to insure American participation in UN agencies and other intergovernmental organizations in educational and cultural fields. The Director of the Office of Multilateral and Special Activities (MSD) supervises and coordinates the Multilateral Policy Planning Staff (MPP), as well as the secretariats for the U.S. National Commission for UNESCO (UCS) and the U.S. Advisory Commission on International Educational and Cultural Affairs (ACS).

strengthening of international organizations and institutions.

The Commission urged greater attention to UNESCO objectives in international educational, scientific, and cultural affairs particularly by Congress and the Executive Branch, American colleges and universities, elementary and secondary schools -- public and private, and national nongovernmental organizations.

During the year, the Commission also began a re-evaluation of its own structure and operations to strengthen its effectiveness in making UNESCO known to the American people, bringing the resources of American educational, scientific, and cultural institutions to the support of UNESCO objectives, and fulfilling its role in advising the U.S. Government on UNESCO policy. A concerted effort was initiated to involve individual American voluntary organizations and educational institutions in specific activities set forth in the UNESCO constitution.

As an outgrowth of this effort, a UNESCO Study Project was jointly sponsored by the National Congress of Parents and Teachers and the Department of Classroom Teachers of the National Education Association. State and local units of these organizations participated in study sessions. The National Commission provided guidance and materials for this program. The Commission sponsored during the year the production of "The Minds of Men," a 30-minute film on UNESCO and some of its activities. The prints of this film, on deposit in the Department of State and in film libraries in many States, are in great demand, and have been shown on television and to local school, civic, and religious groups.

Under the sponsorship of a consortium of five Washington area universities, a series of lectures on "Education, Science and Culture in an Evolving World" were given during the year by leading authorities. Preparation was begun for a Commission-sponsored seminar to be held during the coming year on UNESCO's role in the teaching and promotion of international law.

MULTILATERAL POLICY PLANNING STAFF

The Multilateral and Policy Planning Staff (MPP), previously concerned primarily with UNESCO, has become increasingly active in the formulation of policy pertaining to the educational and cultural programs of all of the multilateral organizations of which the United States is a member, particularly the Organization for Economic Development (OECD), the Organization of American States (OAS), and the Southeast Asian Ministers of Education Secretariat (SEAMES). The staff has also been charged with seeing that appropriate American support (staffing, professional guidance, and the like) is forthcoming in the execution of the programs of these organizations. This expanded activity of MPP was reinforced by the President's Smithsonian Institution speech and his message to Congress on the International Education Act of 1966.

In its work with international and regional organizations, MPP acted to secure maximum impact of the U.S. point of view in the interests of achieving major policy objectives. The staff consulted with the secretariats of international organizations and U.S. permanent delegations, prepared position papers for U.S. delegations to conferences of these organizations and frequently served on delegations, and participated in a variety of professional meetings. As in previous years, the staff assisted in the recruitment of Americans for service in the secretariats of the organizations.

MPP staff members participated during the year in the following meetings concerned with educational development:

(1) The Conference of Ministers of Education and Ministers Responsible for Economic Planning of the Arab States in Tripoli, Libya, which affirmed as the first priority the interlacing of education plans with the overall economic plans of the Arab States.

(2) The Conference of Ministers of Education and Ministers Responsible For Economic Planning in Latin America and the Caribbean at Buenos Aires, which focused on the quality of education and the need for increased participation by Latin American universities.

(3) The UNESCO Meeting of Experts on Higher Education and Development in Latin America at San Jose, Costa Rica, which established guidelines for Latin American universities engaged in educational development.

(4) The UNESCO/ECAFE (Economic Commission for Asia and the Far East) Ministers of Education Conference at Bangkok which considered long-range educational plans of Asian countries.

(5) The World Congress of Ministers of Education on the Eradication of Illiteracy at Tehran, which was devoted to advancing literacy and integrating adult and out-of-school education with the economic development

plans of developing countries.

(6) The Regional Conference on the Application of Science and Technology to Development in Latin America at Santiago, Chile, which dealt with the resources of scientists and engineers available and needed to utilize the natural resources of the continent for economic and social development.

MPP gave technical support to several meetings held during the past year which were designed to provide the framework for long-range programs for UNESCO in the field of communication. For example, a meeting in Tokyo made recommendations for fostering a book development program for the Asian member states. This meeting called for concerted action through national, bilateral, and regional efforts to achieve by 1980 a five-fold increase in the use of educational books.

U.S. ADVISORY COMMISSION ON INTERNATIONAL EDUCATIONAL AND CULTURAL AFFAIRS

The United States Advisory Commission on International Educational and Cultural Affairs, in addition to making policy recommendations to the President and appraising the effectiveness of the activities carried on under the Fulbright-Hays Act, makes special Congressional and public reports to develop a better understanding of and support for the programs. The nine-member Commission is appointed by the President for 3-year terms to represent the public interest. The secretariat of the Commission is located in the Bureau of Educational and Cultural Affairs.

During 1966 two surveys conducted at the Commission's request were described in published reports. One of the publications, entitled Open Hearts Open Minds, is a report on voluntary services of community organizations and individual citizens extended to foreign students and visitors. The second published study, Foreign Students in the United States: A National Survey, was based on a nationwide poll of foreign students to determine their reactions to their study experience in the United States and to assess the nature and extent of conditions and problems that create unhappiness and frustrations among the grantees.

In view of the concern expressed by many countries over the non-return of students and talented professional people who come to the United States under exchange programs, the Advisory Commission commenced in 1966 a study of the problem of the international migration of talent and skills.

GOVERNMENT ADVISORY COMMITTEE ON INTERNATIONAL BOOK PROGRAMS

The Government Advisory Committee on International Book Programs, established in 1962 under authority of the Fulbright-Hays Act, advises on policies and operations of U.S. overseas book and library programs. To achieve closer coordination of these programs with private endeavors, the Committee acts as a liaison between the Government and the book industry and library profession.

The Committee is composed of 12 people from the publishing, educational, and library fields appointed by the Secretary of State to serve for terms of 3 years. In addition there are four ex-officio members from the professional book industry associations. The official Government representatives to the Committee are from the Department of State, USIA, and AID. The secretariat of the Committee is located in the State Department's Bureau of Educational and Cultural Affairs and serves as a central point for information about Government book and library activities abroad.

Since its inception the Committee has reviewed all the major overseas book programs of Government agencies and has made recommendations for their improvement. Ad hoc panels formed by the Committee have studied such problems as Government book programs in Latin America, means for increasing overseas distribution of American scientific and technical books, and promotion of effective publishing industries in developing countries.

CULTURAL PRESENTATIONS

There are two basic and essential reasons for the State Department's Cultural Presentations Program.[1] First, the arts portray the diversity and vitality of the American scene. Secondly, since the arts appeal to certain human aspirations, the unifying artistic experience helps to reduce cultural barriers among the peoples of the world.

While it would be undesirable for the U.S. Government to manipulate the arts for political or ideological purposes, it cannot be indifferent to the arts as they reflect the creativity and tastes of the American people. Between the extremes of controlling and neglecting the arts, the Government follows the middle course of assisting, encouraging and stimulating creativity in, and an appreciation of, the arts.

"Cultural Presentations" are a major part of the U.S. cultural exchange program. The Government attaches great importance to the sending abroad of our best and most representative cultural attractions, including performing artists in music, the dance and drama. To advise the Department on the conduct of the Cultural Presentations Program, an Advisory Committee of the Arts was

[1] Preceding Educational and Cultural Diplomacy annual reports outline the historical background of this program.

established with the inauguration of the program in 1954. Its members are leaders in the fields of publishing and the arts. Panels of experts in professional and academic music, drama and the dance, assist the Advisory Committee and the Department by nominating specific artists and performing groups to make the tours.

More than 800 persons, consisting of 11 individual artists and the members of 26 groups, went abroad under the Cultural Presentations Program during fiscal year 1966.[2] These performing artists and groups, through radio, television, press, and personal contact, reached many thousands more people than those who attended their performances. Their presentations contributed to the achievement of the purposes of the program, promoting better mutual understanding and demonstrating the cultural attainments of the United States.

Some Major Tours

The Beaux Arts Trio, one of the finest chamber music ensembles in this country, performed impressively before audiences in Turkey and Iran, October 25-November 3, 1965. Their visit coincided with the Iran-America Arts Festival and the opening week of the binational center in Ankara. Leading figures in the music world, government officials, faculty members, students, and others responded enthusiastically to the trio's technical

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2/ For the list of performing arts, sports, and other groups that toured, see Cultural Presentations USA 1965-66, A Report to the Congress and the Public by the Advisory Committee on the Arts, Department of State Publication No. 8254.

brilliance and superb musicianship. The Tehran Kayan International commented that the "opportunities we have of hearing such finesse and musicians of such calibre are rare."

Under the 1966-67 Cultural Exchanges Agreement with the Soviet Union, the American Ballet Theatre performed in Moscow, Leningrad, Yalta, and Kharkov between June 12 and July 25, 1966. The company repeated the success of their previous visit in 1960. On the whole, Soviet audiences indicated a strong preference for the classical and neoclassical ballets, with "Etudes" being the most popular in the company's repertoire. However, the ballets based on American folk themes, not performed before in the Soviet Union, created more interest on the part of the Soviet dancers, many press critics, and the younger viewers. The Deputy Mayor of Leningrad visited the company backstage, welcoming it and offering the "freedom of the city."

The American Embassy in Moscow made this appraisal of the ballet group: "The contemporary ballets presented by the company, most of which had never been performed in the Soviet Union before, were especially useful both in demonstrating American artistic competence and in exposing Soviet audiences to what is going on in the outside world of ballet." A Yalta newspaper, Kurortnaya Gazeta, noted: "What is so attractive about the American Ballet? Most likely, the newness of its choreography. . . . Becoming acquainted with the American ballet group was of great interest for the wide circle of admirers of this art form."

The Paul Taylor Dance Company toured Africa, Europe, and the Near East from July 1 to August 27. This small company has made several tours for the State Department's Cultural Presentations Program. Their tour, with the Department and the company sharing costs, has contributed much to America's cultural image in the countries visited, and in the surrounding areas. The film and television projects completed during this tour will be used throughout Europe and are expected to have long-range effects on modern dance.

Mr. Taylor's talent evoked this tribute from The Times of London: "Of all American dance choreographers, Taylor is distinguished most by a quiet but constantly bubbling spring of very original humour, and by a capacity for sustained, large-scale lyrical dance invention. In addition, he shares with his peers a sense of drama and an intellectual toughness rare in European dance."

The Philadelphia Orchestra gave concerts in a number of Latin American countries in the late spring of 1966. No symphony orchestra had visited that area in 7 years. A most effective off-stage impact was made by its director, Eugene Ormandy, who charmed interviewers at receptions and in press, radio, and TV appearances. Recitals by the Philadelphia String Quartet and the Depascuale Brothers String Quartet, of the orchestra, were warmly received by audiences in the cities they visited.

The orchestra's performance elicited this reaction from La Prensa of Lima: "The Municipal Theater lived glorious hours last night. It is very difficult to hear musical perfection comparable to the Philadelphia Orchestra." The American Embassy in Montevideo reported: "The hall . . . was filled to overflowing, with standees and seats in the aisles. Students snapped up 450 low-priced seats set aside for them, taking advantage of a 50% discount...The Orchestra is evaluated as an unqualified success."

The dePaur Chorus, a 27-man, racially integrated choral group under the direction of Leonard de Paur, toured Africa at the request of American Foreign Service posts for this type of cultural attraction. The repertoire of the chorus which included folk and spiritual songs, combined with a fluent style and an infectious tempo, was ideally suited for programming in Africa. After very successful appearances, the tour ended in Dakar, Senegal, where the group participated in the First World Festival of Negro Arts.

The American Embassy in Cotonou, Dahomey, made the following observation about one of the performances: "The audience came alive after the Ashanti number and belonged to the Chorus for the rest of the show. This musical identification of America with Africa opened communication with the audience and made it receptive to the American musical messages imported by the rest of the program."

Among the academic performing groups, the Cornell University Glee Club merits special attention. It toured the Near East and Far East, February 3 to April 28, 1966. The group, representing such diverse fields of study as hotel management and architecture and comprising some foreign students, created a favorable atmosphere by introducing its program with the singing of the host country's national anthem in the native language. The *Ceylon Daily News* said: "...the singing itself was delightful. From the opening bass of Namo Namo (Ceylon's national anthem), sung in immaculate Sinhala diction by these friends from the other side of the sphere, which incidentally jerked a surprised audience to their feet, to the closing chords of the Cornellian anthem, it was quite a feast of choral fare."

SPORTS AND CULTURAL DIPLOMACY

The emerging role of sports in international relations is a phenomenon of our changing times. Most nations, including those termed developing, regard excellence in competitive sports as a symbol of progress and national achievement. Motivated by their desire to gain prestige and recognition, nations are exhibiting their outstanding athletes in the world arena. Even countries with very limited resources are supporting their Olympic teams with public funds.

Aware of the importance and potential of sports in contributing to mutual understanding, the State Department's Bureau of Educational and Cultural Affairs has been sponsoring a number of exchange programs featuring U.S. and foreign athletes. Under the Cultural Presentations and American Specialists Programs of the Bureau, U.S. coaches and teams have undertaken training and development programs for foreign athletes, coaches, and youth groups. Prime emphasis is placed on demonstrations, workshops, and similar activities. Our sports representatives have proven that they are effective ambassadors of good will and our athletic achievements have forged closer cultural bonds, and cooperation with countries of diverse backbrounds and traditions.

During the 1966 fiscal year, U.S. performers represented a wider range of sports than heretofore. Swimmers and divers of Olympic fame, such as Don Schollander, displayed their skills before spectators throughout the Near

East and Eastern Europe. Amateur softball players and boxers were enthusiastically received in East Asia and Africa. Prominent skiers represented the United States for the first time at the University Winter Games in the Alpine area of Italy. Members of our Davis Cup tennis team gave exhibitions in Burma, Laos, Malaysia, the Philippines, and Thailand. The Vesper Boat Club rowing team of Philadelphia demonstrated its techniques in Bulgaria, Romania, and the United Arab Republic. Basketball and track teams continued to attract large crowds in countries where they appeared. U.S. women athletes showed that they were able competitors and competent instructors on several swinning and track tours.

BOARD OF FOREIGN SCHOLARSHIPS

The Board of Foreign Scholarships, a Presidentially appointed body responsible for the conduct of the academic exchange program, makes the final selection of academic grantees--students, teachers, professors. Established by the original Fulbright Act of 1946 (P.L. 79-584) and given increased responsibilities under the Fulbright-Hays Act (P.L. 87-256), the Board comprises 12 members, representing academic and cultural circles and public life.

The Board awarded new grants for the academic year 1965-66 to 5,015 persons. These involved exchanges with 110 countries and territories. During the year the Board examined and passed upon future program plans proposed by 48 binational Commissions abroad and approved plans for academic exchanges with 63 additional countries and territories. The Board also reviewed and approved 5 projects for fiscal year 1967 to strengthen further the U. S. Office of Education's foreign area and language training programs which now include approximately 645 grants for students, teachers, and professors.

The following are among other actions taken by the Board during the academic year 1965-66:

. . Initiated plans for observances in the United States and abroad to commemorate in 1966 the 20th anniversary of the worldwide academic exchange program begun with the Fulbright Act of 1946 and continued under the Fulbright-Hays Act of 1961.

. . On a pilot basis, began a series of appraisals of various binational Commissions in Africa and the Far East to determine the steps necessary to strengthen them in fulfilling their function and to determine their potential for future development.

. . Adopted plans to expand the American student program with the countries of Latin America and selected 107 especially outstanding students for overseas study in that area during the 1966-67 academic year.

. . Completed a special study on "American Academicians Abroad," to identify the comparability of grant and compensation scales, allowances and other terms under which other public and private programs send American academic personnel abroad. The study served as a basis for a number of recommendations to the Department and the binational Commissions designed to improve grant benefits.

. . Approved plans for the recruitment of American professors for the 1967-68 program designed to tap more fully the resources of the American academic community.1/

1/ For a more detailed account of the Board's activities, see International Educational Exchange: The Opening Decades, 1944-1966, Board of Foreign Scholarships (20th Anniversary publication and Fourth Annual Report), August, 1966.

SERVICES TO VISITORS AND OTHER ACTIVITIES

RECEPTION CENTERS

The Reception Centers operated by the Department's Bureau of Educational and Cultural Affairs at Honolulu, Miami, New Orleans, New York, San Francisco, and Seattle met 7,933 foreign visitors on their initial arrival in the United States during fiscal year 1966. The majority of these were Department-sponsored grantees or participants in AID training programs, but 438 were foreign officials and dignitaries whose rank merited special courtesies. A Reception Center staff member welcomed each visitor in person and assisted him with immigration, public health and customs procedures.

A growing function of the Centers has been the arranging of 2- to 7-day (or longer) local programs for the Department-sponsored grantee when he later returns to the port of entry city on his tour of the United States. In this programing work the Centers were assisted, as in past years, by voluntary organizations and individuals within the various communities that provide hospitality and sightseeing.

The reception staff in Washington, D. C. met 1,621 foreign visitors as they arrived to begin their national programs. This was an 11 percent increase over the previous year.

Although the Centers are maintained primarily to receive new arrivals and to provide programing services to both State Department and AID foreign grantees, they are increasingly utilized as Department of State field offices in their particular communities. Within the limitations of time and staff, they respond to requests by the Department and the overseas missions for various services to important foreign visitors and they serve as a source of information and a contact point with local people.

Sharp fluctuations in workload make optimum service by the Centers difficult, since arrivals tend to concentrate during the spring and summer months. Another concentration occurs during academic vacation periods when graduate students and instructors can travel. This seasonal imbalance creates workload problems, and continuing efforts are being made to cope with this situation.

SPECIAL SERVICES FOR NONGRANT FOREIGN STUDENTS

Of the more than 82,000 foreign students in this country in 1966 about 90 percent have come under sponsorship other than that of the U.S. Government. Drawing upon its many years of experience in the exchange program, the Department is helping to insure that adequate selection, counseling, orientation services, and educational opportunities are provided these nongrant students.

Universities in this country and our Embassies overseas are recognizing more and more the importance of predeparture screening and orientation. Despite limited resources, efforts are being made to extend these services to nongrant foreign students.

The Department, in 1966, supported expanded student counseling services in Japan, Korea, and Hong Kong, from where large numbers of students come annually. Similar support was given in Belgium, France and the United Kingdom, where many young people from Africa and the Near East were studying and seeking guidance concerning opportunities for more advanced work in the United States. The Department gave partial support to the counseling and evaluation services provided students and U. S. institutions by the offices of the Institute of International Education (IIE) in Lima and Bangkok. The Lima office serves all of South America except Brazil, and the Bangkok office services most East Asian countries.

The U. S. Educational Foundation in Israel continued its special counseling program primarily for Israeli students but also for visiting students from Asia and Africa. The U. S. Information Service (USIS) in India, with the cooperation of the U. S. Educational Foundation there, held its annual orientation programs in different areas of the country for students planning to come to the United States. The activities in these two countries are examples of the initiative of our embassies in handling local situations.

A number of organizations providing various services to foreign students in the United States were, as in previous years, assisted by the Department through grants-in-aid. One of these, the International Student Service, meets the students upon arrival, facilitates their clearance through customs and immigration, and provides onward travel assistance. Another, the Foreign Student Service Council in Washington, assists through planned programs, seminars, and home hospitality, students enrolled in local universities and also the hundreds coming from other universities in the country to the nation's capital. Through IIE the Department indirectly gave support to such sponsoring groups as the Williamsburg Assembly, Colorado Crossroads, Aspen Music Festival, and the American Personnel and Guidance Association, which provide various opportunities and services to foreign students.

In cooperation with the Agency for International Development, the Department continued its support of the financial assistance program for selected African students conducted by the Phelps-Stokes Fund.

The field service program of the National Association for Foreign Student Affairs (NAFSA) originated 3 years ago as a result of the Department's interest in improving counseling for all foreign students. Through the medium of publications, workshops, campus consultation, and in-service training grants, the program provides technical assistance relating to such matters as selection and admission, English language proficiency, initial orientation, personal and academic advising, housing, finances and employment. Since the inception of the program in 1963 NAFSA consultants visited, on request, 328 academic institutions with a combined enrollment of approximately 28,511 foreign students. The Field Service scheduled 106 workshops for 635 college and university representatives. Most of this activity took place during 1966.

SERVICES TO VOLUNTARY VISITORS

The Department provides certain essential services to nongrant visitors designated by U. S. posts abroad, to recipients of partial grants,[1] and to foreign nationals sponsored by an international body such as the United Nations.

These services include arranging professional appointments, preparing programs, arranging travel schedules, itineraries and hotel reservations, and, for some visitors, providing escort and interpreter service. Like the grantees under the exchange program, the voluntary visitors represent a wide variety of occupational fields.

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[1] Partial grantees are included in the figures in table 1 of Appendix A.

At the request of other governments and intergovernmental organizations, such as the United Nations and its specialized agencies, the Department makes arrangements for technical and specialized training of 2 months to a year in the United States for foreign nationals. It also gives facilitative assistance to visitors programed by private groups engaged in exchanges, such as the New York Herald Tribune Youth Forum, the Educational Council on Foreign Medical Graduates, Operation Amigo, and the Eisenhower Exchange Fellowships, Inc.

During fiscal year 1966, the Department of State assisted approximately 1,100 voluntary visitors, some 175 recipients of partial grants, and about 300 trainees.

ORIENTATION OF AMERICAN GRANTEES

The orientation program for American grantees has several goals: to insure that grantees understand the basic aims and purposes of the international educational and cultural exchange program; to inform grantees about aspects of U.S. foreign policy and American life that are sometimes criticized or misunderstood abroad, and to prepare them for the personal and professional adjustments required for their overseas experience.

The Foreign Service Institute of the State Department planned and conducted orientation sessions in consultation with regional program officers of the Bureau of Educational and Cultural Affairs and with the assistance of various guest speakers and panelists.

As during the preceeding 2 years, the orientation programs were conducted in 1966 on a geographic basis. Three of the programs were for 44 grantees going to 12 countries in the Latin American area, three others for 129 grantees to 14 Near East and South Asian countries, two programs for 66 grantees bound for 8 countries in the East Asian and Pacific area, and one program for 24 grantees going to 13 countries in Africa. This came to a total of nine weekly sessions, held between January and August 1966, for 263 grantees assigned to 47 different countries. The grantees (195 professors, 28 teachers, and 40 students) represented 82 fields of learning and came from 164 institutions of secondary and higher education located in 45 states and the District of Columbia.

DESIGNATION OF SPONSORS FOR EXCHANGE-VISITOR PROGRAMS

In order that foreign nationals participating in an exchange program be insured a meaningful educational and cultural experience, designation[2/] of sponsors of exchange-visitor programs by the Department of State is made after careful consideration. Sponsors so designated include private institutions -- universities, research institutes, hospitals, businesses and industrial concerns -- as well as Federal, State, and local government agencies.

[2/] By designation is meant that the Department affirms that the sponsor's program will serve the purposes of the Fulbright-Hays Act; i.e., improving and strengthening the international relations of the United States by promoting better mutual understanding among the people of the world through educational and cultural exchanges. The Department of State's authority to designate was established by Public Law 402 in 1948 and continued under the Mutual Educational and Cultural Exchange Act of 1961 (Public Law 87-256).

The designated institution is authorized to offer to foreign nationals an appropriate educational, cultural or training experience consistent with the purposes of the educational and cultural exchange program.

A total of 3,736 exchange-visitor programs have been designated since 1949. Of the 2,528 programs active as of June 30, 1966, a total of 2,419 were sponsored by private organizations, the remaining 109 being Government-sponsored. During fiscal year 1966, aliens who were issued exchange visitor visas for U. S. entry totaled 49,550.

Unless the foreign nationals who participate in the exchange program return abroad promptly upon completing the objectives of their visit, the goals of the foreign exchange program cannot be achieved. There are restrictions, therefore, on the length of time they may remain in the United States, on the change of their nonimmigrant classification, and on their subsequent eligibility for immigrant and temporary worker visas.

During fiscal year 1966, the Department submitted written recommendations to the U. S. Immigration and Naturalization Service on 623 applications of exchange visitors for extension of their stay in the United States. The Department also made recommendations to the Attorney General on 1,701 requests for waiver of the 2-year foreign residence requirement. This waiver required in the law is intended to insure that foreign visitors return to their homes to share the benefits of their educational experience.

If the exchange visitor chooses to spend the required 2 years abroad in a country other than that of his nationality or last residence, the Secretary of State must determine that such residence has served the purpose and intent of the Fulbright-Hays Act before the alien will be eligible for an immigrant or temporary worker visa or for permanent residence.

COMMUNITY ASSISTANCE TO THE EXCHANGE PROGRAM

The increasing involvement of thousands of private American citizens in educational and cultural exchange programs is a phenomenon of the past 20 years. The American people in increasing numbers have found great satisfaction in personal contact with individuals from other countries and cultures.

Except for the activities of the six Department of State Reception Centers in Honolulu, Miami, New Orleans, New York, San Francisco and Seattle, all professional programing, sightseeing and home hospitality for grantees under the Department's visitor program are entirely handled by private voluntary organizations and individual citizens. In fact it is characteristic of the United States, in contrast to other countries, that the private citizen plays an essential part in the exchange program by extending a variety of services and courtesies to foreign visitors.

In large cities and small, in towns and on farms, thousands of American citizens voluntarily associate themselves with the program. Not infrequently, at one of the first cities of his tour, a grantee has turned to his host and asked, "Who told you to invite me to dinner?" or "Who paid you to take me sight-seeing?" However, by the end of his trip, the foreign visitor has become well acquainted with the important role that the volunteer plays not only in the exchange-visitor program but throughout the whole fabric of American society.

The National Council for Community Services to International Visitors (COSERV), established in 1961, and the National Association for Foreign Student Affairs (NAFSA), established in 1948, have continued to encourage the developmant of community service groups and organizations. During the year, COSERV held regional conferences or workshops in Dallas, Sioux City, and Springfield, Illinois. One of the principal purposes of these meetings was to enable newer groups to benefit from the guidance and experience of the older organizations. NAFSA also held regional meetings throughout the year to encourage and strengthen community services to foreign students.

Interest in assisting foreign visitors and students is by no means limited to the large cities, the older universities or the East and West coasts, which have traditionally been more internationally oriented. Communities of the Middle West, South and Southwest have also evolved organizations and programs which are very effective.

Most grantees coming to the United States expect material wealth, vast industrial complexes, skyscrapers. They know that we are a rich and powerful nation. What they seem to be ill-prepared for is the breadth of our educational and cultural resources, even in the smaller cities and towns, and the permissiveness with which they can freely move around and see, within time limits of their grant, whatever they wish to see. Thus, upon his return home, one East European grantee wrote our Embassy expressing his thanks for the experience and commenting, "I have lost all my clichés about the United States."

Particularly gratifying to the grantee is the opportunity to visit with American families in a relaxed and informal atmosphere. And for most Americans, both adults and children, it is a two-way street providing widened horizons and experiences of unexpected richness.

OTHER PROGRAMS AND DEVELOPMENTS IN 1966

AMERICAN-SPONSORED SCHOOLS ABROAD

In 1966 a total of 25,082 American children and 21,045 other children from 96 countries were enrolled in American-sponsored elementary and secondary schools abroad receiving assistance from the Department of State. The 121 schools were located in 75 countries. The following table shows the number of schools by world regions and the number of American and foreign children enrolled in the schools in each region:

Region	Number of Schools	Enrollment American	Enrollment Foreign	Total
Africa	17	1,374	1,242	2,616
Near East-South Asia	26	5,370	1,756	7,126
Far East	11	6,189	1,671	7,860
Europe	23	4,261	1,751	6,012
Other American Republics	44	7,888	14,625	22,513
Total	121	25,082	21,045	46,127

Of a total schools expenditure estimated at $30 million, approximately $5 million was received under three programs administered by the Office of Overseas Schools in the Department of State.[1] Of the latter amount,

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[1] For a more complete description of the nature and administration of the programs, see Educational and Cultural Diplomacy-1965, Department of State Publication 8160, p.50.

$3.2 million -- chiefly in foreign currencies -- went to 92 of the schools in 56 countries to carry out one of the purposes of the Fulbright-Hays Act. The act authorizes financial assistance to those independent elementary and secondary schools founded, operated or sponsored by U.S. citizens or non-profit U.S. institutions that contribute to mutual understanding among peoples of the world and that function as demonstration centers of American educational techniques and practices.

In the School-to-School Project, initiated during the previous year, ten additional pairings were effected in 1966. To date, a total of 35 outstanding public school districts in the United States have been linked with an equal number of American-sponsored elementary and secondary schools abroad. Under the project, American school superintendents and other educational specialists visit the overseas schools for the dual purpose of providing advice and assistance and of broadening their own experience. A number of local nationals employed as teachers in American overseas schools are presently in the United States in order to widen their own direct contact with American education. Likewise selected American teachers are serving in overseas schools. Instructional materials in social studies and foreign languages have begun to flow to American schools from overseas counterparts. Experience in the School-to-School Project is proving in a variety of ways that there are few limits on imagination when two schools are involved in a program of mutual benefit.

TEENAGE PROGRAMS

Programs of four private organizations enabled young people, between the ages of 16 and 18, from 66 countries to come to the United States during fiscal year 1966 and live with American families while attending local high schools. At the end of the school year they returned home to share with their own families and friends their experiences.

The State Department, as in the past, gave grant-in-aid assistance to help cover program development expenses of four private organizations active in the exchange field -- the American Field Service, the International Christian Youth Exchange, the National Catholic Welfare Conference, and Youth for Understanding -- and for international travel costs of the foreign students. The Department and the overseas posts also assisted the organizations by publicizing the opportunities afforded foreign students in the teenage academic programs, by participating in the selection process, and by giving other kinds of facilitative assistance.

THE UNIVERSITY AFFILIATION PROGRAM

By sponsoring exchanges of informational and educational materials, the Department of State assists U.S. colleges and universities in establishing and developing affiliations with institutions of higher learning abroad. Through small grants the Department supports the exchange of such items as campus publications -- catalogs, bulletins, student newspapers, and scholarly publications; films and recordings; books; periodicals; visual aids and demonstration equipment; library materials -- bibliographical aids, microfilms, and microfilm readers; laboratory and other research equipment; photographic and art displays. In addition the institutions are aided in locating suitable affiliates and are given background information and guidance in developing and maintaining mutually satisfactory inter-university programs.

Affiliation projects also indirectly stimulate the interchange of faculty members and students. Virtually all of the affiliated universities and colleges have carried on such interchange. Apart from professor and student exchanges, moreover, most of the participating American academic institutions have had substantial numbers of foreign students on their campuses and have released faculty members to lecture and pursue research abroad. The paired institutions have proved to be a ready source for the selection of students and professors for exchange of persons opportunities under established programs.

Twelve new affiliation projects to be conducted by paired U.S. and foreign colleges and universities were arranged during the year, and further grant assistance was provided 17 existing projects.[2] Six paired university arrangements became inactive during the year. A total of 71 affiliation projects were active during 1966. The geographic distribution of the foreign affiliates of the American institutions was as follows: Africa -- 2, Other American Republics -- 20, Europe -- 20, Far East - 17, and Near East and South Asia -- 12.

The progress of the university affiliation program during the reporting year is an encouraging development in the fostering of international education at the "grass-roots" level by American and foreign institutions of higher learning.

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[2] See Appendix C for an annotated list showing the general nature, scope and location of the new and further supported university affiliations.

MULTINATIONAL EXCHANGE PROJECTS

In response to a United Nations resolution urging member nations to support "technical assistance to promote the teaching, study, dissemination and wider appreciation of international law," the Department of State co-sponsored with the Carnegie Endowment of International Peace and the Harvard Law School a 6-week seminar on international law and organizations held at Harvard University. Twenty-one foreign legal officers from Africa, the Middle East, Asia, and Latin America attended. The seminar was conducted by an international faculty and included guest speakers of world renown. It consisted of lectures and "problem solving" sessions. The subjects of these sessions were: Cyprus and peacekeeping, sanctions, the Mekong Authority, international law concerning economic matters, law of treaties, and problems associated with international organizations. Guest lecturers spoke on disarmament, South West Africa, and the function of the General Counsel's Office in the UN Secretariat.

Following the seminar at Harvard, the legal officers spent a week in Washington, with briefings at the World Bank, the International Monetary Fund, the White House, the Arms Control and Disarmament Agency, and the legal offices of the State Department. During the final week in New York they attended UN meetings, briefings by officers in the UN Secretariat, sessions with respective delegations, and visits to the Columbia Law School and various legal offices in the City.

In the area of sports, a five-nation project for basketball coaches was administered by the People-to-People Sports Committee, Inc.; a track and field coaches project by the National Association of Intercollegiate Athletics; and a physical educators and recreation officials project by the American Association of Health, Physical Education and Recreation.

Other major projects were carried out on a recurring basis in the areas of journalism, radio-television, labor unions, marketing and production, library science, museum science, social welfare, and youth leadership. Included among other special projects was one for the foreign blind, for men and women agricultural leaders -- both foreign and American -- for university student government officers, and for the two-way International Farm Youth Exchange of the National 4-H Club Foundation.

EAST-WEST CENTER

The East-West Center, established in 1960, to promote better relations and understanding between the United States and the nations of Asia, is located on the University of Hawaii campus in Honolulu. Since the establishment of the Center, more than 6,000 students, technicians, and scholars from 31 countries have participated in and benefited from its programs. The EWC offers grants to foster this educational interchange, thus making it possible for Americans to live and work with Asians and Pacific Island people and for Asians to meet Asians from other countries, often for the first time.

The EWC's programs that involve formal academic study at the University of Hawaii are administered by the Institute for Student Interchange (ISI), whose chief functions are the recruitment, screening, selection, orientation, and counseling of individual grantees. During the academic year 1965-66, ISI awarded 193 new grants to Asian students and 132 to Americans. Most scholarships are awarded initially for 9 months if the student begins his grant in

September, or for 12 months if he begins in June or February. Some grants may be extended to the second year, which includes a study period on the U.S. mainland for Asian students and in an Asian country for Americans.

The Institute for Technical Interchange (ITI) of the EWC concentrates on adult training programs for the U.S. Trust Territory and other Pacific Islands, as well as for Japan, Korea, Taipei, Thailand, Laos, and the United States. The programs are conducted both in Hawaii and in the field. These projects, which are of short duration, include group training in agricultural production, water works and electrical engineering, English teaching, vocational education, medical training, nursing and hospital administration, environmental sanitation, and village improvement. During 1966, ITI programed 387 participants for training in 68 Hawaii-based projects and 723 in 16 field training programs in the Pacific Islands.

The Institute of Advanced Projects supports a residence program for senior specialists as well as the International Development Fellowships Program for advanced study and research on the doctoral and postdoctoral level. During the year, 44 senior specialists were in residence at the Center, and 26 new Fellowship awards were granted, with an almost equal number continuing from previous years. The Specialist awards are usually for 1 year, while the Fellowship grants are extended from 2 years to 3 and even to 4 years.

The East-West Center Press was established in 1962 to stimulate the flow of ideas between East and West through the interchange of books. The three major activities of the Press are the import program of Asian books and translations revised and reprinted for marketing in the West; the export program of American scholarly paperback reprints for Asia; and the publishing of original works, most of them written at the Center. During the year the Press issued 14 publications, of which 10 were originals and 4 were imports. Since the establishment of the Center the Press has issued a total of 34 publications.

The National Review Board for the East-West Center, which was established in February 1965 to review the programs and operations of the Center from the standpoint of the national interest, has made useful contributions to the work of the EWC by its continued interest in the critical areas of concern. Some of these are: budget and finances; scope and content of programs; coordination of plans and operations between the Center, which administers the grants, and the University of Hawaii, which provides formal education to the students and grants degrees.

COORDINATION OF EDUCATIONAL AND CULTURAL PROGRAMS

One effect of the growing concern of the Federal Government and private American organizations with international education has been that hundreds of individuals have been given grants to improve their skills and talents in this country and abroad. Increasing numbers of American academicians have been offered opportunities to go abroad on study, teaching, and research programs. Aware of this interest in exporting American academic talent, the Board of Foreign Scholarships requested the State Department's Bureau of Educational and Cultural Affairs to make a study of the degree of competition among Government and private agencies conducting international grant programs. The Bureau's report attempted to measure the extent to which other Government and private agencies compete with the Board for American personnel to go abroad for academic purposes. The report included an appraisal of any effect which the competition may be having on the programs supervised by the Board. The findings of the study appeared during the year in two volumes under the title American Academicians Abroad.

The interagency Council on International Educational and Cultural Affairs, under the chairmanship of the Assistant Secretary for Educational and Cultural Affairs, continued during its second full year of operation as a principal coordinating force. Staff support, as in the past, was provided by the Bureau's Policy Review and Coordination Staff. A major coordinating responsibility of the Council was the development of plans to carry out the directives concerning the new international education program as set forth by President Johnson in his Smithsonian Institution address of September 16, 1965, and in his special message to the Congress on February 2, 1966.

VOLUNTEERS FOR AMERICA

The Council also began the implementation of a number of other Presidential directives. In accordance with one of these, plans were made to initiate an exchange Peace Corps called Volunteers to America. In line with another, suggestions and guidance were extended to the Department of Health, Education and Welfare (HEW) regarding a proposal for the establishment of a Center for Educational Cooperation within HEW. Policy guidelines were developed to launch programs of seminars "for representatives from every discipline and every culture to seek answers to the common problems of mankind." The Departments of State and Justice agreed on improved administrative machinery to expedite granting visas to guests of international conferences held in the United States.

BOOKS, ENGLISH LANGUAGE TEACHING

To increase the flow of books and other educational materials between the United States and other countries of the world, in accordance with the President's recommendation, the Council on International Educational and Cultural Affairs established an Interagency Committee on Books. The Department of State, the Agency for International Development (AID), the Library of Congress, the Peace Corps, the Smithsonian Institution, and the U.S. Information Agency (USIA), and HEW are represented on the Committee. The Committee catalogues and evaluates the book skills and resources of the executive agencies now concerned with international affairs, and also the facilities of other agencies that might be utilized. It is concerned with bringing private publishing enterprise into its proper partnership role with the Government programs. The Committee also studies ways and means of promoting indigenous publishing resources in less developed countries and reviews proposals for encouraging the use and circulation overseas of U.S. professional, technical, and trade journals.

Requests from abroad for U.S. assistance in the teaching of English continue to exceed material resources and trained manpower available to meet these needs. This situation has required both a highly selective approach in deciding which projects to undertake and continued attention to the coordination of government-sponsored English language programs overseas. The Council has worked closely with USIA, AID, the Peace Corps, the Department of Defense and the Department of State in maintaining a coordinated governmentwide approach to English teaching.

MIGRATION OF TALENT AND SKILLS

One of the Council's chief concerns was the question of the international migration in recent years of professional people - mainly scientists, engineers and physicians - or the so-called "brain drain." The Council developed and promulgated an interagency position on the "drain," as follows:

> "Freedom of movement has always been a cornerstone of U.S. policy. The new Immigration Act of 1965 furthers this policy within a framework of preferences. The act should not be changed unless it can be determined, after

> July 1, 1968 (when its provisions apply also to independent countries of the Western Hemisphere, now excluded from numberical restriction), that amendments are needed in the national interest. Such a determination should take into account a study of the manpower needs of other countries and related migration to the United States. However, nonstatutory remedial steps for the 'brain drain,' particularly in the developing countries, should be taken if a serious problem is found to exist."

In an effort to produce a coordinated approach to the problem of the international migration of talent and skills, the U.S. Office of Education financed, and the Council sponsored, a conference attended by some 150 Government and private representatives on June 14-15, 1966. This was a major step in dealing with the "brain drain"--a problem of intricate complexities and world dimension.

Useful insights and specific directions for future action came out of the conference. A need for information on the actual extent of the migration was recognized, along with the fact that the problem is most critical for the developing countries. The conference noted that diversity of views and policies of governments of developing countries with regard to the problem bore directly on whether or not they would elect to send abroad only those individuals who were morally or legally committed to return home. Emphasis on developing training and research facilities in countries in the same region would furnish an incentive to the students to do advanced work within an environment similar to their own. As one of the principal "host" countries, the United States might provide special programs to equip foreign students more adequately for jobs in their home countries as recommended by the President in his message of February 2, 1966.

In the United States, the conference was followed by steps to encourage solutions to the problem in both the Governmental and the private sectors. At the request of the Council on International Educational and Cultural Affairs, the Department of State and the Immigration and Naturalization Service gave priority to the development of statistical procedures to provide the data needed for meaningful appraisal of the dimensions of the talent migration. The Department of State alerted its missions abroad to the significance of the problem and the need for encouraging other governments to assume more responsibility for the return of their own people. Sharing the Government's concern about the consequences of unlimited "brain drain," the American Council on Education has played a leading role in focusing attention on the problem in the university community.

Charles Frankel, Assistant Secretary of State for Educational and Cultural Affairs, said in his remarks to the conference, "The Government of the United States is committed as a matter of policy to doing everything it can toward reducing the dangerous gap between the rich minority of the world and the very, very poor majority of the world. We regard the reduction of this gap as a matter of immediate as well as long-range national security."

APPENDIXES

APPENDIX A

STATISTICAL TABLES AND DEFINITIONS OF TERMS

Table 1.	Number of Exchanges with Each Country, 1949-66.
Table 2.	Fields of Interest and Teaching by Geographic Areas, July 1, 1965 - June 30, 1966 (Including Extensions and Renewals).
Table 3.	Distribution of Grantees in the United States, 1952-66.
Table 4.	Women Grantees Compared to Total Exchanges, 1952-66.
Table 5.	Statement of Expenditures by Country in Furtherance of Purpose of Public Law 87-256, during Fiscal Year 1966.
Table 6.	Legal Authority and Obligations for Total Program, Fiscal Year 1966.

An extension is an amendment to a grant to provide continuation of benefits for a few additional weeks or months. Additional money may be involved, but usually the purpose is only an extension of time for use of a travel benefit.

A renewal is the reissuance of a grant to provide benefits charged to a subsequent Fiscal Year for a period substantially comparable to the original grant. Additional money is always involved.

Arrivals are persons who have received new grants and begun their travel during the fiscal year.

Total Exchanges are all those grantees participating in the program, including arrivals, renewals, and extensions.

NUMBER OF EXCHANGES WITH EACH COUNTRY
(Arrivals Only)

1949 - 1966

AREA and COUNTRY *	GRAND TOTAL	1966 TOTAL, U.S.&FOREIGN	U.S. GRANTEES														Unive Stude 1949- 65
			Academic								International Visitors						
			University Students 1949-65	1966	Research Scholars 1949-65	1966	Teachers 1949-65	1966	University Lecturers 1949-65	1966	Educational Travel 1959-65	1966	Specialists 1949-65	1966	Total 1966	Cumulative Total	
LATIN AMERICAN AREA																	
Argentina	1,151	145	48	10	8		13		46	15	7		12	1	26	160	236
Bahamas	4						1									1	1
Barbados	12	6					2									2	
Bolivia	815	72	15	7	1		6		10				4		7	43	76
Brazil	2,360	365	77	18	14	1	76		98	17		5	53	12	53	371	461
British Honduras	43	12															3
Chile	991	88	66	10	8	1	16		67	6			18		17	192	277
Colombia	1,290	203	46	8	2		170		102	8			14	8	24	358	235
Costa Rica	573	62	25	2			3		13	2			3		4	48	51
Cuba	181		8				5		13				6			32	50
Dominican Rep.	222	32	11										5	3	3	19	45
Ecuador	839	121	18	10	1		9	1	45	3			17	5	19	109	118
El Salvador	516	50	2				1		13					1	1	17	31
Guatemala	1,119	76	47	10			1		19	3			9	1	14	90	64
Guianas: French, Dutch (Surinam)	8	3												1	1	1	
Guyana	83	16					5						1	1	1	7	20
Haiti	191	17	17				2		11	1			6		1	37	62
Honduras	356	70	8				5	1	8	2			4		3	28	44
Jamaica	116	22	3		14		5		8	2			5	4	6	41	4
Mexico	2,152	193	74	6	1				131	11			45	10	27	278	232
Netherlands Antilles	6												2			2	
Nicaragua	285	40	10				4	1	10	2			1		3	28	63
Panama	319	35	7						10	2			12		2	31	85
Paraguay	325	55	4	1	3		6		12	3			4		4	33	80
Peru	1,023	129	59	12	19	1	12	3	91	14			3		30	214	154
Trinidad and Tobago	85	19	1		1		1		6	4					4	13	14
Uruguay	749	62	5	9	3	1	4	1	19	15			8	1	27	66	88
Venezuela	784	178	47	13			1		19	2	9		24	6	21	121	41
West Indies:																	
British	139	6					17						7			24	20
French	45	8					2									2	
Multicountry	209	18							6				185	18	18	209	
TOTAL	16,991	2,103	598	116	75	4	367	7	757	112	16	5	448	72	316	2,577	2,555
WESTERN EUROPE																	
Austria	2,132	125	484	32	72	5	62	4	94	5			8		46	766	752
Belgium	1,202	60	243	10	56	4	51	3	39	2			3		19	411	364
Canada	75	12															
Denmark	1,437	89	203	10	82	6	28	4	101	6			4		26	444	479
Finland	2,110	140	83	5	52	2	48	8	130	16			12	2	33	358	633
France	10,387	575	3,460	186	350	17	465		271	18			18	2	223	4,787	3,211
Germany	16,146	530	2,278	158	217	22	398	38	325	26			590	6	250	4,058	4,836
Gibraltar	2																
Iceland	416	44	11	1	4	1	4	2	8	1	3		25		5	60	95
Ireland	414	67	13	2	11	2			33	4			3		8	73	51
Italy	5,463	353	1,384	84	332	26	449	44	268	11			18		165	2,616	1,173
Luxembourg	83	3			1		2		1				4			8	3
Malta	39	6	1		1		4		2							8	6
Netherlands	2,285	120	406	20	90	7	194	3	130	6			6	1	37	863	740
Norway	2,211	110	272	9	128	5	49	1	78	5			1		20	548	909
Portugal	254	30	13	3	10	3	1		10	2					8	42	43
Spain	1,223	171	137	30	47	12	174	40	92	14			9		96	555	281
Sweden	611	75	29	7	11	2	7	1	34	7			13		17	111	104
Switzerland	87	8							9				1			10	10
United Kingdom	10,553	552	1,914	89	325	12	1,544	88	307	23			12		212	4,314	2,237
Multicountry[1]	263	22			1		81		1				158	22	22	263	
TOTAL	57,393	3,092	10,936	646	1,790	126	3,561	236	1,933	146	3		885	33	1,187	20,295	15,95
EASTERN EUROPE and YUGOSLAVIA																	
Bulgaria	16	3											3	1	1	4	
Czechoslovakia	18	8											1	2	2	3	
Hungary	4	2											1			1	
Poland	431	92	37	4	1		1		21	2	4		69	22	28	161	
Romania	58	11	9		3	1			3	1			4		2	21	
U.S.S.R.	62	5											54	5	5	59	
Yugoslavia	434	110		4	2	5			16	3			21	4	16	55	
Multicountry	14	8											6	8	8	14	
TOTAL[2]	1,037	239	46	8	6	6	1		40	6	4		159	42	62	318	

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*See last page of table.

[1] Includes grants to both Western and Eastern Europe and Yugoslavia for the period 1949-1964.

[2] Does not include grants to 286 United States citizens and 291 citizens of Eastern Europe whose exchange was arranged by the Inter-University Com

NUMBER OF EXCHANGES WITH EACH COUNTRY
(Arrivals Only)

1949 - 1966

TABLE 1

S. GRANTEES								FOREIGN GRANTEES															
		International Visitors						Academic								International Visitors							
niversity ecturers 949-		Educational Travel 1959-		Specialists 1949-		Total 1966	Cumulative Total	University Students 1949-		Research Scholars 1949-		Teachers 1949-		University Lecturers 1949-		Educational Travel 1957-		Specialists 1949-		Leaders 1949-		Total 1966	Cumulative Total
65	1966	65	1966	65	1966			65	1966	65	1966	65	1966	65	1966	65	1966	65	1966	65	1966		
46	15	7		12	1	26	160	236	41	31	4	100	13	14	3	117	27	91	5	283	26	119	991
							1	1				2											3
							2		2			1				1		2	3		1	6	10
10				4		7	43	76	19	18		136	26	2		364	12	12	1	99	7	65	772
98	17		5	53	12	53	371	461	52	77	12	231	15	23	1	450	160	123	12	312	60	312	1,989
								3	1			5	9			2		6	2	15		12	43
67	6			18		17	192	277	34	27	4	169	14	12	3	44	3	21	2	178	11	71	799
102	8			14	8	24	358	235	36	19	1	138	36		1	192	88	33	6	136	11	179	932
13	2			3		4	48	51	11	5		78	5			267	24	16	7	50	11	58	525
13				6			32	50		2		44		1		5		7		40			149
				5	3	3	19	45	5	2		27	5			55	16	13		32	3	29	203
45	3			17	5	19	109	118	12	11		126	22	3	1	256	43	23	8	91	16	102	730
13					1	1	17	31	3	2		64	10			302	20	16	6	35	10	49	499
19	3			9	1	14	90	64		1		204	16	3		507	30	81	8	107	8	62	1,029
					1	1	1		1			1								4	1	2	7
				1	1	1	7	20	8			10	1			1		18	1	12	5	15	76
11	1			6		1	37	62	5			33	11	1		11		19		12		16	154
8	2			4		3	28	44	8	2	1	82	16			94	26	10	2	29	14	67	328
8	2			5	4	6	41	4		3	2	7		1		12	4	21	5	11	5	16	75
131	11			45	10	27	278	232	33	21	7	400	53	15		862	52	64	2	114	19	166	1,874
				2			2					2						2					4
10	2			1		3	28	63	8	1		48	2	1		62	16	18		27	11	37	257
10	2			12		2	31	85	7	3		83	7	2		32	10	12	7	38	2	33	288
12	3			4		4	33	80	6	8		65	8			31	6	18	2	39	29	51	292
91	14			3		30	214	154	20	67	2	121	22	5		260	45	14	3	89	7	99	809
6	4					4	13	14	9		1	5				9	2	17	2	12	1	15	72
19	15			8	1	27	66	88	11	17	5	106	4	2	1	324	2	37	4	74	8	35	683
19	2	9		24	6	21	121	41	6	7		119		3		192	121	31		113	30	157	663
				7			24	20	4	5		20	2	1		16		29		18		6	115
							2					5				17	6	1	1	12	1	8	43
6				185	18	18	209																
757	112	16	5	448	72	316	2,577	2,555	342	329	39	2,432	297	89	10	4,485	713	755	89	1,982	297	1,787	14,414
94	5			8		46	766	752	36	138	8	79	6	52	12	3		37	5	226	12	79	1,366
39	2			3		19	411	364	20	114	7	94	6	22		3		9	1	144	7	41	791
													3					1		62	9	12	75
101	6			4		26	444	479	25	165	18	72	5	44	6			27	4	143	5	63	993
130	16			12	2	33	358	633	35	168	15	217	13	21	1	48		182	6	376	37	107	1,752
271	18			18	2	223	4,787	3,211	199	539	40	591	47	210	30	39		143	5	515	31	352	5,600
325	26			590	6	250	4,058	4,836	125	472	38	776	21	116	10	30		214	19	5,364	67	280	12,088
												2											2
8	1	3		25		5	60	95	13	4	1	36	3			2	1	68	6	112	15	39	356
33	4			3		8	73	51	17	21		160	40	2	1	4		29		15	1	59	341
268	11			18		165	2,616	1,173	70	582	43	301	14	91	10	3		61	5	448	46	188	2,847
1				4			8	38	1	2		11						2		19	2	3	75
2							8	6	2			12						3	1	4	3	6	31
130	6			6	1	37	863	740	36	212	10	138	5	59	6	2		72	7	116	19	83	1,422
78	5			1		20	548	909	51	292	14	141	5	50	1	1		47	4	133	15	90	1,663
10	2					8	42	43	11	19		22	2	3		14		10		79	9	22	212
92	14			9		96	555	281	34	43	5	43	8	36	9	55	2	22	4	113	13	75	668
34	7			13		17	111	104	18	71	11	45	5	28	2	2		89	12	103	10	58	500
9				1			10	10	1	1		1		1		2		6	3	48	4	8	77
307	23			12		212	4,314	2,233	118	1,120	63	1.558	91	514	29	5		77	2	392	37	340	6,239
1				158	22	22	263																
1,933	146	3		885	33	1,187	20,295	15,958	812	3,963	273	4,299	274	1,249	117	213	3	1,099	84	8,412	342	1,905	37,098
				3	1	1	4	1					2							9		2	12
				1	2	2	3			1			1					7	5	1		6	15
				1			1													1	2	2	3
21	2	4		69	22	28	161	43	23	41	15	15	10	5		4	2	50	10	48	4	64	270
3	1			4		2	21	19	4	2	1			1	2			1		5	2	9	37
				54	5	5	59											1		2			3
16	3			21	4	16	55	32	19	18	14	5	5	7		4	2	101	23	118	31	94	379
				6	8	8	14																
40	6	4		159	42	62	318	95	46	62	30	20	18	13	2	8	4	160	38		39	177	719

64.

whose exchange was arranged by the Inter-University Committee on Travel Grants with a grant-in-aid from the Department of State.

NUMBER OF EXCHANGES WITH EACH COUNTRY
(Arrivals Only)

AREA and COUNTRY*	GRAND TOTAL	1966 TOTAL, U.S.&FOREIGN	U.S. GRANTEES															
			Academic								International Visitors							
			University Students 1949-65	University Students 1966	Research Scholars 1949-65	Research Scholars 1966	Teachers 1949-65	Teachers 1966	University Lecturers 1949-65	University Lecturers 1966	Educational Travel 1959-65	Educational Travel 1966	Specialists 1949-65	Specialists 1966	Total 1966	Cumulative Total	University Students 1949-65	University Students 1966
ICA																		
lgeria	103	12			1								1	1	1	3	64	
ngola	17	1															12	
otswana	6	5																
urundi	20	3					1									1	12	3
ameroon	58	11					1						1			2	11	3
anary Islands	1																	
entral African Rep.	35	15																2
had	28	4															2	
ongo - Brazzaville	36	1							1	1					1	2	5	
ongo - Kinshasa	104	26							3	2					2	5	5	
ahomey	39	12						1							1	1	1	
thiopia	138	17							18	3			7		3	28	38	5
rench Somaliland	1																	
abon	14	9																1
ambia, The	13	5					1									1	4	1
hana	235	18	2		2		3		6	2			14		2	29	62	6
uinea	34	12					2		1	1			2		1	6		
vory Coast	38	6							1				1			2	1	
enya	310	52	3		8		3									14	148	34
esotho	13	4							3	1					1	4	1	1
iberia	48	2					7		6	1			2		1	16	9	1
ibya	72	4					6	1	7				6	2	3	22	11	
alagasy Rep.	65	17					1		1				2			4		
alawi	37	2					2		1							3	10	1
ali	52	11					2						1	1	1	4	4	
auritania	8																1	
auritius	10	4															2	1
orocco	280	7					40	2					10		2	52	114	3
ozambique	32	1											4			4	22	
iger	31	10															1	
igeria	412	39	66		3		8		4			22	8	1	23	112	88	5
Portuguese Guinea	1																1	
Rwanda	10	3								2					2	2	3	
St. Helena	1						1									1		
Senegal	92	27							1	1				8	9	10	7	
Seychelles Islands	3	1					2									2		
Sierra Leone	107	16			1		3		1				1	1	1	7	16	4
Somalia	118	17					2						1			3	65	11
South Africa	277	12	7		1		3		14	1			6		1	32	108	5
Southern Rhodesia	165	5	1		7	1	1		8				3		1	21	42	1
Southwest Africa	11																9	
Sudan	116	11							15	1			6		1	22	41	5
Swaziland	7	1															4	
Tanzania	202	21			2		7		4	1			3		1	17	80	8
Togo	54	11															5	
Tunisia	180	22					21	1	1				1		1	24	33	4
Uganda	244	42	7		22		5		14	1				2	3	51	94	21
Upper Volta	16	6																
Zambia	69	12			3		11						1			15	17	
Multicountry	77	25							1			13	51	12	25	77		
TOTAL	4,040	542	86		50	1	133	5	111	18		35	132	28	87	599	1,153	126
AR EAST and SOUTH ASIA																		
Aden	22	3											1			1	14	2
Afghanistan	153	17	2	1			5		13	2			11		3	34	48	14
Ceylon	400	36	14	3	4				44	7			1	1	11	74	150	14
Cyprus	180	24					1		8				1			10	49	17
Greece	1,777	113	116	7	51		289	14	72	5			19	3	29	576	677	46
India	3,834	327	307	23	170	25	137	22	268	33			121	2	105	1,108	1,373	112
Iran	857	58	15	2	6		58	1	66	9			10		12	167	164	1
Iraq	362	31	1		11	1	18		79	17			9	2	20	138	124	4
Israel	447	46	12	2	25	2	7		68	9			18	1	14	144	72	12
Jordan	215	26	4				3		6	3			4	1	4	21	91	6
Kuwait	1	1																
Lebanon	232	24	1		1		3	1	27	3			28	4	8	68	3	
Nepal	116	29	1		3	1	3		3	3					4	14	38	10
Pakistan	1,492	86	17		16		23	2	186	1			28	5	8	278	677	62
Saudi Arabia	38	3							13					2	2	15	4	
Syria	164	12					11		33	3			6		3	53	20	
Turkey	1,046	118	22	7	11		79	10	82	15			28	4	36	258	372	45
United Arab Rep.	1,210	101	50	4	37	1	6		133	22			19	1	28	273	495	38
Yemen	41	8					2									2	26	6
Multicountry	91	17											74	17	17	91		
TOTAL	12,678	1,080	562	49	335	30	645	50	1,101	132			378	43	304	3,325	4,397	389

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*See last page of table.

NUMBER OF EXCHANGES WITH EACH COUNTRY
(Arrivals Only)

TABLE 1, Cont'd.

GRANTEES							FOREIGN GRANTEES															
	International Visitors						Academic								International Visitors							
ity ers	Educational Travel 1959-		Specialists 1949-				University Students 1949-		Research Scholars 1949-		Teachers 1949-		University Lecturers 1949-		Educational Travel 1957-		Specialists 1949-		Leaders 1949-			
1966	65	1966	65	1966	Total 1966	Cumulative Total	65	1966	65	1966	65	1966	65	1966	65	1966	65	1966	65	1966	Total 1966	Cumulative Total
			1	1	1	3	64								5		5	8	15	3	11	100
							12										2	1	2		1	17
																3		1	1	1	5	6
						1	12	3							1				3		3	19
			1			2	11	3							12	5	5		17	3	11	56
									1													1
								2							14	6	2		4	7	15	35
							2								5	3	2	1	15		4	28
1					1	2	5				2				1		3		23			34
2					2	5	5								6	8	3	5	61	11	24	99
					1	1	1				3				7	1	2		14	10	11	38
3			7		3	28	38	5					1		8	1	24		25	8	14	110
															1							1
								1							1	2			4	6	9	14
						1	4	1			1				1	2			1	2	5	12
2			14		2	29	62	6	3		15		1		18	3	36	1	55	6	16	206
1			2		1	6									5	8	4	1	8	2	11	28
			1			2	1								3	2	4		22	4	6	36
						14	148	34			15		1		6	3	36	2	38	13	52	296
1					1	4	1	1			2								3	2	3	9
1			2		1	16	9	1			7				1		6		8		1	32
			6	2	3	22	11										11	1	27		1	50
			2			4					1				3		7	9	33	8	17	61
						3	10	1			9				2	1	2		9		2	34
			1	1	1	4	4								7	2	2	1	25	7	10	48
							1								1		1		5			8
							2	1			1		1					1	2	2	4	10
			10		2	52	114	3			4				30		23		52	2	5	228
			4			4	22										1		4	1	1	28
							1				10					2	1	2	9	6	10	31
		22	8	1	23	112	88	5	8		10		4		15	2	69	4	90	5	16	300
							1															1
2					2	2	3												4	1	1	8
						1																
1				8	9	10	7				3				36	2	3	9	15	7	18	82
						2														1	1	1
			1	1	1	7	16	4	4		6	1	2	1	7		17	1	33	8	15	100
			1			3	65	11							4		2		27	6	17	115
1			6		1	32	108	5	10				3		2		33	2	78	4	11	245
			3		1	21	42	1	7		15						47	1	29	2	4	144
							9										2					11
1			6		1	22	41	5	1		4			1	7	1	18		13	3	10	94
							4											1	2		1	7
1			3		1	17	80	8			20	2			6		27		32	10	20	185
							5								5	4	11	1	22	6	11	54
			1		1	24	33	4	1		36				24	10	12		29	7	21	156
1				2	3	51	94	21	3		5		1		4	1	18	8	29	9	39	193
															1	2	1		8	4	6	16
			1			15	17				8				1		10	3	6	9	12	54
		13	51	12	25	77																
18		35	132	28	87	599	1,153	126	38		177	3	14	2	250	74	452	64	902	186	455	3,441
			1			1	14	2			1						2	1	1		3	21
2			11		3	34	48	14	2		11				11		4		29		14	119
7			1	1	11	74	150	14	12	2	53	2	4	1			25	4	57	2	25	326
			1			10	49	17	1		28						45	4	23	3	24	170
5			19	3	29	576	677	46	99	5	91	10	4	3	10		59	9	177	11	84	1,201
33			121	2	105	1,108	1,373	112	203	13	244	31	83	13	12		285	38	304	15	222	2,726
9			10		12	167	164	1	57	5	200	29	1		4		97	5	121	6	46	690
17			9	2	20	138	124	4	14				3				14	2	58	5	11	224
9			18	1	14	144	72	12	50	12	20	1	11	1	6		68	5	44	1	32	303
3			4	1	4	21	91	6			3				1		37	9	40	7	22	194
																		1			1	1
3			28	4	8	68	3		2		7	2	4		24		38	7	70	7	16	164
3					4	14	38	10	8	2	15	12	1	1			5		10		25	102
1			28	5	8	278	677	62	42	4	103	11	9	1	8		104		193		78	1,214
				2	2	15	4				2						8		8	1	1	23
3			6		3	53	20				2		2		1		29	3	48	6	9	111
15			28	4	36	258	372	45	91	6	63	10	11	3	5	5	62	6	102	7	82	788
22			19	1	28	273	495	38	91	11	66		26	2	2	2	56	7	128	13	73	937
						2	26	6									1		4	2	8	39
			74	17	17	91																
132			378	43	304	3,325	4,397	389	672	60	909	108	159	25	84	7	939	101	1,417	86	776	9,353

NUMBER OF EXCHANGES WITH EACH COUNTRY
(Arrivals Only)

AREA and COUNTRY*	GRAND TOTAL	1966 TOTAL, U.S.&FOREIGN	U.S. GRANTEES														
			Academic								International Visitors						
			University Students 1949-65	1966	Research Scholars 1949-65	1966	Teachers 1949-65	1966	University Lecturers 1949-65	1966	Educational Travel 1959-65	1966	Specialists 1949-65	1966	Total 1966	Cumulative Total	Univer Studen 1949-65
AST ASIA and PACIFIC																	
Australia	1,814	121	257	12	131	13	94	6	150	9			9		40	681	425
British Solomon Islands	1																
Brunei	1																
Burma	636	6	16		20		44		72				7			159	206
Cambodia	170	3		1			36						7		1	44	72
Caroline Islands	3																
China	669	79	21	5	88	22	3		61	16			7		43	223	125
Fiji Islands	23	6					2	1						1	2	4	1
Hong Kong	146	32	2		2	1		1	18	4			3		6	31	24
Indonesia	686	4					21	3	7				10		3	41	205
Japan	5,245	383	109	7	130	11	99	3	200	17			131	30	68	737	2,174
Korea	856	84	2	1	1		4		33	8			30	1	10	80	266
Laos	146	20					8	4					5	1	5	18	23
Malaysia	565	64	4		2		3		22	9			22		9	62	83
Mariana Islands	4																
Micronesia	6	1					1									1	
New Caledonia	1												1			1	
New Guinea	10						2									2	2
New Zealand	834	50	122	5	87	4	60	4	30	5			8		18	325	215
Philippines	1,463	98	69	1	30	2	10		127	14			11		17	264	791
Singapore	147	27	2				1		6	1			8		1	18	16
Thailand	888	73	11	1	12		41		67	8			32	1	10	173	390
Tonga Islands	3						2									2	
Viet-Nam	243	36			1		4	1	25	5			10	4	10	50	79
Western Samoa	14	2															5
Yap	2	2															
Multicountry	148	30							3			6	115	24	30	148	
TOTAL	14,724	1,121	615	33	504	53	435	23	821	96		6	416	62	273	3,064	5,102
ULTIAREA	443	21							4				418	21	21	443	
GRAND TOTAL	107,306	8,198	12,843	852	2,760	220	5,142	321	4,767	510	23	46	2,836	301	2,250	30,621	29,260

*When area and country names change, all past exchanges with that country are shown under the new name. For example, grantees living in Rwanda-
time of the grant.

NUMBER OF EXCHANGES WITH EACH COUNTRY
(Arrivals Only)

TABLE 1, Cont'd.

ES						FOREIGN GRANTEES															
International Visitors						Academic								International Visitors							
ducational ravel 959-65	1966	Specialists 1949-65	1966	Total 1966	Cumu-lative Total	University Students 1949-65	1966	Research Scholars 1949-65	1966	Teachers 1949-65	1966	University Lecturers 1949-65	1966	Educational Travel 1957-65	1966	Specialists 1949-65	1966	Leaders 1949-65	1966	Total 1966	Cumu-lative Total
		9		40	681	425	33	250	23	155	10	74	5	4		19		125	10	81	1,133
																		1			1
										1											1
		7			159	206		40		88		2	1			24		111	5	6	477
		7		1	44	72	2			12						5		35		2	126
																		3			3
		7		43	223	125	12	63	4	55	3	25	3	1		61	6	80	8	36	446
			1	2	4	1		1		2	3					3		8	1	4	19
		3		6	31	24	7	3	1	12	4			1		36	7	13	7	26	115
		10		3	41	205	1	3		69		5		8		113		241		1	645
		131	30	68	737	2,174	131	928	90	288	21	84	11	6		79	10	634	52	315	4,508
		30	1	10	80	266	30	42	1	38	9	15	1	5		170	14	166	19	74	776
		5	1	5	18	23				56	6			3		11	6	20	3	15	128
		22		9	62	83	15	5	2	83	9	4		6		111	18	156	11	55	503
																		4			4
					1						1					1		3		1	5
		1			1																
					2	2										4		2			8
		8		18	325	215	10	69	1	81	5	18		5		29	5	60	11	32	509
		11		17	264	791	53	36	4	42	3	7	2	13	1	101	8	128	10	81	1,199
		8		1	18	16	10	4		17	4	1			1	40	8	25	3	26	129
		32	1	10	173	390	20	4	1	27	7	2		10		71	26	148	9	63	715
					2													1			1
		10	4	10	50	79	10	8		21			1	5		19	11	35	4	26	193
						5										3		4	2	2	14
																	1		1	2	2
	6	115	24	30	148																
	6	416	62	273	3,064	5,102	334	1,456	127	1,047	85	237	24	67	2	900	120	2,003	156	848	11,660
		418	21	21	443																
23	46	2,836	301	2,250	30,621	29,260	2,049	6,520	529	8,884	785	1,761	180	5,107	803	4,305	496	14,900	1,106	5,948	76,685

w name. For example, grantees living in Rwanda-Urundi have been regrouped with Rwanda or Burundi, depending on their home address at the

July 1, 1965-June 30, 1966

Total Exchanges (Arrivals Plus Extensions and Renewals)

FIELD	TOTAL				LATIN AMERICAN AREA				AFRICA				WESTERN EUROPE				EASTERN EUROPE and YUGOSLAVIA				NEAR EAST and SOUTH ASIA				EAST ASIA and PACIFIC				MULTIAREA
	U.S.		Foreign		U.S.		Foreign		U.S.		Foreign		U.S.		Foreign		U.S.		Foreign		U.S.		Foreign		U.S.		Foreign		U.S.
	Arr	Total	Arr	Total	Arr	E&R	Arr	E&R	Arr	E&R	Arr	E&R	Arr	E&R	Arr	E&R	Arr	E&R	Arr	E&R	Arr	E&R	Arr	E&R	Arr	E&R	Arr	E&R	Arr Only
HUMANITIES:																													
Fine Arts:																													
Architecture	26	29	46	78	2	1	13	6	1		1	3	14	1	17	4	4		2	3	4		8	9		1	5	7	1
Art, History of Art	94	103	44	63	3		11	4	4				53	6	23	5	1		1		10	1	5	5	22	2	4	5	1
Music	127	148	54	82	10	1	17	3	2		1	1	98	19	16	3	2		3		6	1		3	8		17	18	1
Theatre Arts	37	41	55	68	2	1	15	2	2		4	3	20	3	9	5	6		12		5		3	1	2		12	2	
Other	17	17	41	43	1		11				2		7		15		2		3		6		8	2	1		2		
Fine Arts Total	301	338	240	334	18	3	67	15	9		8	7	192	29	80	17	15		21	3	31	2	24	20	33	3	40	32	3
Language & Literature:																													
African	22	22	1	2					22		1	1																	
European	91	92	44	44									88	1	42		2		2		1								
East Asian	7	9	7	11											1										7	2	6	4	
Near Eastern	11	11	7	14											2						10		4	6	1		1	1	
U.S. & English	199	215	230	298	11	2	37	6	6	3	1	3	116	7	134	29	8	1	15	2	36	1	24	15	20	2	19	13	2
Classical	23	23	6	11							1	1	23		4	3								1			1		
Romance	200	217	83	122	2		11	6					197	17	72	33									1				
Other	78	84	48	62	38		14	2			1		38	2	20	8	2		4			3	2	1		1	7	3	
Lang. & Lit. Total	631	673	426	564	51	2	62	14	28	3	4	5	462	27	275	73	12	1	21	2	47	4	30	23	29	5	34	21	2
Library Science	8	8	22	23	2		6						2		5				1		2		4		2		6	1	
Philology, Linguistics	43	46	53	100	11	1	13	7		1		1	15	1	12	11	8		6		5		8	14	4		14	14	
Philosophy	27	31	33	45	3		8	2					19	3	9	6	1				2	1	7	1	2		9	3	
Religion	22	24	22	50					1		2	2	16	2	15	7					4		1	6	1		4	13	
HUMANITIES, OTHER	3	3	6	7			4					1	2										1		1		1		
TOTAL	1035	1123	802	1123	85	6	160	38	38	4	14	16	708	62	396	114	36	1	49	5	91	7	75	64	72	8	108	84	5
SOCIAL SCIENCES:																													
Bus. Admin.	10	12	164	264	2		33	7		1	20	6			78	42					3	1	12	34	5		21	11	
Communications	36	38	333	349	6	1	105		2		34	3	11		79	4			12		5	1	44	3	10		59	6	2
Economics	78	81	281	426	33	2	111	18	2		11	20	25	1	74	36	3		5		8		42	46	4		38	25	3
History:																													
European	48	52	8	9			1						44	4	6		2				2			1			1		
East Asian	7	8	3	10																	1			2	6	1	3	5	
Near Eastern	12	14	9	10											1						11	2	5		1		3	1	
U.S. & Civilization	56	61	264	276	11	2	118		3		64		21	2	63	4	2		3		9	1	6	3	10		10	5	
Latin America	4	5			2	1							2																
Other	114	118	48	64	34		6		1		3	4	40	2	25	3	3		1		24	1	5	5	10	1	8	4	2
History Total	241	258	332	369	47	3	125		4		67	4	107	8	95	7	7		4		47	4	16	11	27	2	25	15	2
Labor	28	28	188	188	1		52		3		10		2		58								8		21		60		1
Law	49	50	327	358	14		160	3	3		42	1	18		72	11	1		5		3	1	20	6	7		28	10	3
Mfg. & Industry			19	22			1				2				14	3							1				1		
Political Science	77	82	402	482	13		122	7			54	20	41		107	7	1		11		9	1	47	28	10	2	61	18	3
Psychology	31	32	68	110	2		13	3			1		13		31	10	1				8	1	11	16	7		12	13	
Public Administration	5	5	37	43	1		13		1		5		3		11								1	3			7	3	
Social Work & Welfare	14	15	231	249	6		53				24	2	6	1	70	3			9		1		50	8			25	5	1
Women's Org. & Activ.			14	14			2				11																1		
Youth Org. & Activ.	6	6	93	93			30		6		34				5				2				8				14		
Sociology	30	31	79	121	9		31	4	1		6	8	6		21	14	1		2		9	1	10	10	4		9	6	
Anthropology	17	17	18	32	6		3	4			1	1	1		4	3					3		4	1	7		6	5	
Folklore	3	3		2								1	2											1	1				
Geography	11	12	23	46	3		3	2		1	1	6	4		15	8			1				2	6	4		1	1	
Statistics	2	2	14	33	1		1				2		1		7	2							2	15			2	2	
Urban Planning, Housing	7	7	22	35			14	2					4		4	4			1		2		2	5	1		1	2	
SOCIAL SCIENCES, OTHER	11	11	16	19			4		1		2	2	9		7										1		3	1	
TOTAL	656	690	2661	3255	144	6	876	50	23	2	327	74	253	12	752	154	14		52		98	10	280	193	109	4	374	123	15
AGRIC., FOOD SCIENCES:																													
Agriculture	16	18	104	174	2		25	1			12	5	3	2	27	23	3		7		3		20	26	5		13	15	
Food Technology	2	2	10	22			1	1					1		2	1							3	6	1		4	4	
Home Ec., Dietetics	4	7	13	18			2	1		1	1	1	3		5						1	2	3	1			2	2	
AGRIC., FOOD SC. TOTAL	22	27	127	214	2		28	3		1	13	6	7	2	34	24	3		7		4	2	26	33	6		19	21	
MEDICAL SCIENCES	40	43	239	403	5	1	56	8			12	7	12		84	44	1		11	2	18	2	23	47	4		53	56	
NATURAL & PHYS. SC.:																													
Space Sciences			2	6											2									3				1	
Chemistry	49	50	168	309	3		13	7			2	6	21		80	36	1		5	2	12		31	51	12	1	37	39	

East Asian	7	8	3	10																									
Near Eastern	12	14	9	10											1						11	2	5		1		3	1	
U.S. & Civilization	56	61	264	276	11	2	118		3		64		21	2	63	4	2		3		9	1	6	3	10		10	5	
Latin America	4	5			2	1							2																
Other	114	118	48	64	34		6		1		3	4	40	2	25	3	3		1		24	1	5	5	10	1	8	4	2
History Total	241	258	332	369	47	3	125		4		67	4	107	8	95	7	7		4		47	4	16	11	27	2	25	15	2
Labor	28	28	188	188	1		52		3		10		2		58								8		21		60		1
Law	49	50	327	358	14		160	3	3		42	1	18		72	11	1		5		3	1	20	6	7		28	10	3
Mfg. & Industry			19	22			1				2				14	3							1				1		
Political Science	77	82	402	482	13		122	7			54	20	41		107	7	1		11		9	1	47	28	10	2	61	18	3
Psychology	31	32	68	110	2		13	3			1		13		31	10	1				8	1	11	16	7		12	13	
Public Administration	5	5	37	43	1		13		1		5		3		11								1	3			7	3	
Social Work & Welfare	14	15	231	249	6		53				24	2	6	1	70	3			9		1		50	8			25	5	1
Women's Org. & Activ.			14	14			2				11																1		
Youth Org. & Activ.	6	6	93	93			30		6		34				5				2				8				14		
Sociology	30	31	79	121	9		31	4	1		6	8	6		21	14	1		2		9	1	10	10	4		9	6	
Anthropology	17	17	18	32	6		3	4			1	1	1		4	3					3		4	1	7		6	5	
Folklore	3	3		2								1	2											1	1				
Geography	11	12	23	46	3		3	2		1	1	6	4		15	8			1				2	6	4		1	1	
Statistics	2	2	14	33	1		1				2		1		7	2							2	15			2	2	
Urban Planning, Housing	7	7	22	35			14	2					4		4	4			1		2		2	5	1		1	2	
SOCIAL SCIENCES, OTHER	11	11	16	19			4		1		2	2	9		7										1		3	1	
TOTAL	656	690	2661	3255	144	6	876	50	23	2	327	74	253	12	752	154	14		52		98	10	280	193	109	4	374	123	15
AGRIC., FOOD SCIENCES:																													
Agriculture	16	18	104	174	2		25	1			12	5	3	2	27	23	3		7		3		20	26	5		13	15	
Food Technology	2	2	10	22			1	1					1		2	1							3	6	1		4	4	
Home Ec., Dietetics	4	7	13	18			2	1		1	1	1	3		5						1	2	3	1			2	2	
AGRIC., FOOD SC. TOTAL	22	27	127	214	2		28	3		1	13	6	7	2	34	24	3		7		4	2	26	33	6		19	21	
MEDICAL SCIENCES	40	43	239	403	5	1	56	8			12	7	12		84	44	1		11	2	18	2	23	47	4		53	56	
NATURAL & PHYS. SC.:																													
Space Sciences			2	6											2									3				1	
Chemistry	49	50	168	309	3		13	7			2	6	21		80	36	1		5	2	12		31	51	12	1	37	39	
Earth Sciences	11	11	42	77			3				2	4	7		12	13			1		2		14	12	2		10	6	
Life Sciences:																													
Biochemistry	11	12	88	156	4		6	3			1	1	2		42	25	1		1	1	2		13	11	2		25	27	
Biology	30	31	22	39	6	1	5	2	2		3	7	13		11	1					6		1	4	3		2	3	
Botany	8	10	22	50	1		1	2		1		2	2		7	7			1		2		7	10	3	1	6	7	
Microbiology	7	7	6	25			1					1	3		2	3					1		2	11	2		1	4	
Zoology	9	11	19	33			7		1	1	1	1	1		3	6					3		5	7	4	1	3		
Other	19	19	56	128	3		4	5				3	6		21	16	1		2		6		15	29	3		14	19	
Life Sciences Total	84	90	213	431	14	1	24	12	3	2	5	15	27	1	86	58	3		4	1	20		43	72	17	2	51	60	
Physics	56	59	129	269	8	1	8	4	2		1	8	34	2	67	48			4		9		31	49	3		18	31	
Mathematics	59	61	98	178	7		19	6	1		5	10	37	1	40	24			1		10		22	21	4	1	11	19	
General Science	14	15	68	81	2		20	1	1		3	5	4		12	1			1		3	1	18	2	4		14	4	
NAT. & PHYS. SC., OTHER	4	5	20	35			5	2					3		11	7							2	3	1		2	3	
TOTAL	277	291	740	1386	34	2	92	32	7		18	48	133	5	310	187	4		16	3	56	1	161	213	43	4	143	163	
ENGINEERING	35	35	383	672	4		109	29	1		15	30	18		136	70			10	1	7		81	96	5		32	63	
EDUCATION:																													
Admin. & Superv.	15	15	49	52	4		4				1	1			8						2		22		9		14	2	
General	32	32	211	248	12		86	5	1		33	8	8		50	3	2				4		20	4	4		22	17	1
Eng. as a For. Lang.	35	45	184	193	14	3	75	2	2				7		20	1			20		6	3	33	2	6	2	36	4	
Elem. & Pre-school	34	34	217	219	1		105	1	1		3	1	28		68								23		4		18		
Secondary			136	136			112				1				12								6				5		
Higher	2	2	11	11	1		10								1										1				
Physical	13	13	72	80			28		7		9		4		11	4			6		2		10	3			8	1	
Vocational			24	24			15								1								5				3		
EDUCATION, OTHER	14	15	45	79		1	10	3	1		1	3	8		11	1			6		2		7	17	3		10	10	
TOTAL	145	156	949	1042	32	4	445	11	12		48	13	55	2	182	9	2		32		16	3	126	26	27	2	116	34	1
AREA STUDIES			2	2											1												1		
OBSERVATION OF U.S.			1	1											1														
TRANSPORTATION			9	10			4								3	1							1				1		
LIBERAL ARTS			35	50			17	1			8	8			6	1							3				1	4	
SPORTS	40	40			10				6				1				2				14				7				
GRAND TOTAL	2250	2405	5948	8158	316	19	1787	172	87	9	455	202	1187	83	1905	604	62	1	177	11	304	25	776	673	273	18	848	548	21

DISTRIBUTION OF GRANTEES IN THE UNITED STATES

TABLE 3

1952 - 1963
1964,1965, and 1966
Arrivals only (except for 1966)

State or Territory	Arrivals						Total Exchanges				Total Arrivals 1952-66	
	1952 - 1963		1964		1965		1966*					
							From U. S.		To U. S.			
	From U.S.	To U.S.	From U.S.	To U.S.	From U.S.	To U.S.	Arriv.	Ext. Renew.	Arriv.	Ext. & Renew.	From U.S.	To U.S.
Alabama	150	110	10	7	11	8	9	-	6	1	180	131
Alaska	14	6	1	-	-	-	2	-		-	17	6
Arizona	104	161	14	37	16	43	20	3	17	36	154	258
Arkansas	93	101	5	11	8	10	8	-	7	-	114	129
California	2,469	3,290	304	467	310	471	279	27	439	315	3,367	4,667
Colorado	278	662	37	87	33	79	38	4	95	45	386	918
Connecticut	622	996	51	79	77	95	47	2	70	62	797	1,240
Delaware	79	71	5	14	11	7	9	1	8	2	104	100
Florida	297	341	46	18	22	43	32	3	49	9	397	451
Georgia	195	278	24	30	19	30	16	1	27	4	254	365
Hawaii	93	18	8	6	10	13	9	1	5	7	120	42
Idaho	75	34	6	1	7	4	8	2	4	3	96	43
Illinois	1,175	2,772	115	228	125	230	103	13	184	170	1,518	3,414
Indiana	515	1,181	65	105	51	143	52	1	155	82	683	1,584
Iowa	332	531	40	51	33	68	31	2	40	33	436	690
Kansas	305	816	39	87	43	119	35	5	72	50	422	1,094
Kentucky	190	144	16	10	19	5	13	2	5	5	238	164
Louisiana	183	260	19	20	19	23	19	1	24	16	240	327
Maine	138	122	13	16	7	18	10	1	10	8	168	166
Maryland	408	511	50	40	58	42	46	1	43	41	562	636
Massachusetts	1,198	3,381	115	244	107	277	121	11	265	173	1,541	4,167
Michigan	894	2,111	111	191	138	191	91	4	164	88	1,234	2,657
Minnesota	591	972	69	68	61	91	53	1	101	53	774	1,232
Mississippi	102	30	7	1	13	5	6	-	7	1	128	43
Missouri	382	491	33	37	38	49	30	4	32	31	483	609
Montana	97	72	10	5	11	2	7	1	5	2	125	84
Nebraska	157	125	23	10	11	8	19	1	10	6	210	153
Nevada	40	7	3	2	3	-	2	-	1	1	48	10

TABLE 3, Cont'd.

DISTRIBUTION OF GRANTEES IN THE UNITED STATES

State or Territory	Arrivals						Total Exchanges 1966				Total Arrivals 1952-66	
	1952 - 1963		1964		1965		From U.S.		To U.S.			
	From U.S.	To U.S.	From U.S.	To U.S.	From U.S.	To U.S.	Arriv.	Ext. & Renew.	Arriv.	Ext. & Renew.	From U.S.	To U.S.
New Hampshire	114	90	11	8	12	16	18	4	32	11	155	146
New Jersey	862	991	83	95	76	78	80	5	89	48	1,101	1,253
New Mexico	116	95	15	11	7	14	17	1	9	14	155	129
New York	3,411	4,862	310	530	352	496	370	16	517	307	4,443	6,405
North Carolina	383	512	24	46	43	55	35	3	57	40	485	670
North Dakota	73	29	5	2	4	2	12	-	7	-	94	40
Ohio	864	1,591	82	96	87	118	68	4	205	68	1,101	2,010
Oklahoma	212	200	18	38	9	24	16	2	19	6	255	281
Oregon	337	453	39	48	31	57	27	2	67	22	434	625
Pennsylvania	1,158	1,969	118	239	110	260	132	9	200	159	1,518	2,668
Rhode Island	157	232	12	36	15	27	14	-	24	31	198	319
South Carolina	124	87	12	12	10	15	12	-	22	4	158	136
South Dakota	99	47	3	4	7	1	6	-	4	3	115	56
Tennessee	240	329	19	38	23	39	20	1	30	11	302	436
Texas	495	1,055	86	128	63	154	80	3	119	23	724	1,456
Utah	135	201	11	11	13	11	22	3	23	13	181	246
Vermont	104	118	4	13	8	7	3	1	12	2	119	150
Virginia	369	309	36	16	34	20	37	2	27	16	476	372
Washington	434	856	49	92	55	92	38	3	64	37	576	1,104
West Virginia	103	63	3	4	11	10	5	-	4	6	122	81
Wisconsin	547	1,198	36	85	48	121	52	2	111	73	683	1,515
Wyoming	55	34	6	4	4	2	6	-	3	2	71	43
District of Columbia	358	580	47	86	35	81	49	1	82	56	489	829
Guam	3	-	-	-	-	-	-	-	-	-	3	-
Puerto Rico	63	717	8	150	5	123	9	-	152	1	85	1,142
Virgin Islands	4	-	-	-	1	-	-	-	-	-	5	--
Multistate	-	18,140	-	2,230	-	2,409	-	-	2,224	12	--	25,003
Residing Outside of the United States	9	1	10	-	7	-	7	1	-	1	43	1
TOTAL	22,015	54,353	2,286	5,889	2,331	6,306	2,250	155	5,948	2,210	28,882	72,496
											101,378	

WOMEN GRANTEES AS COMPARED TO TOTAL EXCHANGES

TABLE 4

1966 Separate; 1952 - 1966 Summary

Year & Area	Students		Lecturers & Res. Scholars		Teachers		Leaders & Specialists		Total	
	Women	All	Women	All	Women	All	Women	All	Women	All
1966										
U.S.CCitizens										
ARA	49	121	9	116	1	7	2	72	619	316
AF	144	35	4	19	1	5	3	28	22	87
WE	259	646	10	272	104	236	-	33	373	1,187
EE	2	8	-	12	-	-	4	42	6	62
NEA	13	49	18	162	16	50	1	43	48	304
EA	9	39	12	149	6	23	4	62	31	273
Multiarea								21		21
Total	346	898	53	730	128	321	14	301	541	2,250
Foreign Citizens										
ARA	198	1,055	8	49	125	297	65	386	396	1,787
AF	27	200	-	2	2	3	38	250	67	455
WE	194	815	42	390	147	274	70	426	453	1,905
EE	12	50	9	32	13	18	14	77	48	177
NEA	71	396	12	85	31	108	33	187	147	776
EA	107	336	6	151	14	85	25	276	152	848
Total	609	2,852	77	709	332	785	245	1,602	1,263	5,948
1966 Grand Total	955	3,750	130	1,439	460	1,106	259	1,903	1,804	8,198
1952-1966 Summary										
U.S. Citizens										
ARA	263	700	89	933	212	384	54	572	618	2,589
AF	43	111	10	179	46	150	13	170	112	610
WE	3,657	10,520	236	3,755	1,921	3,620	108	602	5,922	18,497
EE	11	57	3	58	-	1	11	200	25	316
NEA	170	574	224	1,652	243	677	39	460	676	3,363
EA	147	632	177	1,446	232	476	41	498	597	3,052
Multiarea	-	1	1	4	-	-	61	451	62	456
Total	4,291	12,595	740	8,027	2,654	5,308	327	2,953	8,012	28,883
Foreign Citizens										
ARA	1,592	7,879	53	467	1,345	2,745	444	3,278	3,434	14,369
AF	192	1,709	4	58	35	208	228	1,653	459	3,628
WE	4,661	15,547	587	5,234	2,287	4,226	1,081	7,779	8,616	32,786
EE	29	151	18	107	18	38	69	421	134	717
NEA	1,030	4,721	79	869	323	1,022	303	2,553	1,735	9,165
EA	1,491	5,500	84	1,847	270	1,139	347	3,335	2,192	11,821
Total	8,995	35,507	825	8,582	4,278	9,378	2,472	19,019	16,250	72,486
1952-66 Grand Total	13,286	48,102	1,565	16,609	6,932	14,686	2,799	21,972	24,582	101,369

TABLE 5

STATEMENT OF EXPENDITURES BY COUNTRY IN FURTHERANCE OF PURPOSE OF PUBLIC LAW 87-256

During Fiscal Year 1966

Country	Expenditures
LATIN AMERICAN AREA	
Argentina	$ 575,324
Bolivia	452,333
Brazil	1,650,522
British Honduras	35,132
British West Indies	20,170
Chile	756,193
Colombia	831,614
Costa Rica	174,989
Dominican Republic	289,116
Ecuador	504,524
El Salvador	177,077
Guatemala	211,985
Guyana	107,151
Haiti	90,290
Honduras	213,400
Jamaica	84,577
Martinique	19,244
Mexico	801,535
Nicaragua	171,229
Panama	121,285
Paraguay	199,550
Peru	628,589
Surinam	11,797
Trinidad and Tobago	127,983
Uruguay	264,398
Venezuela	418,519
Regional	468,773
Cultural Presentations	295,310
Sub-Total	9,702,609

TABLE 5 - Continued

STATEMENT OF EXPENDITURES BY COUNTRY IN FURTHERANCE OF PURPOSE OF PUBLIC LAW 87-256

During Fiscal Year 1966

Country	Expenditures
AFRICA	
Algeria	$ 268,069
Angola	282,126
British Protectorates	207,504
Burundi	35,716
Cameroon	94,445
Central African Republic	44,386
Chad	29,327
Congo- Kinshasa	153,189
Dahomey	54,051
Ethiopia	179,971
Gabon	25,789
Gambia	30,602
Ghana	135,953
Guinea	63,675
Ivory Coast	61,409
Kenya	327,260
Liberia	111,918
Libya	49,630
Madagascar	83,773
Malawi	58,558
Mali	27,565
Mauritania	9,263
Morocco	172,697
Mozambique	313,863
Niger	21,673
Nigeria	229,251
Rhodesia	627,484
Rwanda	34,128
Senegal	171,942
Sierra Leone	119,334
Somalia	204,683
South Africa	555,421
Sudan	121,377
Tanzania	188,086
Togo	16,396
Tunisa	121,854
Uganda	310,727
Upper Volta	12,098
Zambia	64,666
Regional	360,602
Cultural Presentations	395,888
Sub-Total	6,376,349

TABLE 5 - Continued

STATEMENT OF EXPENDITURES BY COUNTRY IN FURTHERANCE OF PURPOSE OF PUBLIC LAW 87-256

During Fiscal Year 1966

Country	Expenditures
WESTERN EUROPE	
Austria	$ 276,909
Belgium	233,044
Canada	24,440
Denmark	249,147
Finland	636,973
France	1,340,801
Germany	711,947
Iceland	134.014
Ireland	56,624
Italy	1,224,186
Malta	26,219
Netherlands	339,082
Norway	289,095
Portugal	160,736
Spain	622,933
Sweden	184,277
Switzerland	22,167
United Kingdom	1,118,827
Regional	461,312
Cultural Presentations	385,908
Sub-Total	8,498,641
EASTERN EUROPE **& YUGOSLAVIA**	
Bulgaria	65.357
Czechoslovakia	88,193
Hungary	46.322
Poland	415,180
Romania	107,247
U.S.S.R.	350,398
Yugoslavia	633,310
Regional	57,622
Cultural Presentations	462,063
Sub-Total	2,225,692

TABLE 5 - Continued

STATEMENT OF EXPENDITURES BY COUNTRY IN FURTHERANCE OF PURPOSE OF PUBLIC LAW 87-256

During Fiscal Year 1966

Country	Expenditures
NEAR EAST AND SOUTH ASIA	
Aden	$ 35,149
Afghanistan	286,033
Ceylon	355,874
Cyprus	140,135
Greece	502,172
India	2,332,222
Iran	561,144
Iraq	336,042
Israel	371,642
Jordan	145,088
Kuwait	13,972
Lebanon	164,411
Nepal	277,419
Pakistan	658,027
Saudi Arabia	19,275
Syria	205,005
Turkey	907,716
U.A.R.	1,317,999
Yemen	57,936
Regional	542,003
Cultural Presentations	601,663
Sub-Total	9,830,927
TOTAL	$44,154,722

TABLE 5 - Continued

STATEMENT OF EXPENDITURES BY COUNTRY IN FURTHERANCE OF PURPOSE OF PUBLIC LAW 87-256

During Fiscal Year 1966

Country	Expenditures
EAST ASIA **AND PACIFIC**	
Australia	$ 313,357
Burma	65,550
Cambodia	40,793
China (Taiwan)	545,243
Hong Kong	201,277
Indonesia	41,576
Japan	2,173,981
Korea	480,023
Laos	207,989
Malaysia	498,902
New Zealand	179,967
Philippines	509,117
Singapore	79,600
Suva, C.D.	43,831
Thailand	700,946
UN Trust Territories	5,456
Viet-Nam	497,024
Regional	302,564
Cultural Presentations	633,308
Sub-Total	7,520,504

TABLE 6

LEGAL AUTHORITY AND OBLIGATIONS FOR TOTAL PROGRAM

Fiscal Year 1966

Legal Authority	Authorized	Obligated
Mutual Educational and Cultural Exchange Act of 1961 (Public Law 87-256)[1]	$53,516,521	$53,436,474
Agricultural Trade Development and Assistance Act of 1954 (Public Law 480, 83rd Congress)	1,010,872	1,010,872
Total	54,527,393	54,447,346

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[1] Includes previously authorized programs.

Finnish program originally established under PL 265, 81st Congress, repealed and reinacted by Section 105 (e) of PL 87-256	$ 495,352	$ 429,193
Cultural presentations originally established under PL 860, 84th Congress repealed and reinacted by Section 102 (a) (2) of PL 87-256	21,169	21,169

APPENDIX B

UNIVERSITY AFFILIATION PROJECTS[1]

LATIN AMERICAN AREA

Bolivia

Rutgers, the State university, New Brunswick, New Jersey - University of San Andres, La Paz. Books, periodicals, and scholarly writings in economics - in support of a cooperative program in the interchange of students and faculty members, in the field of economics.

Colombia

University of Wisconsin-Milwaukee, Milwaukee, Wisconsin - Antioquia University, Medellin. AACTE. Extensive collections of educational books, other publications, and library materials. Interchanges of faculty members - in support of a developing teacher education program.

Mexico

University of Arizona, Tucson, Arizona - Sonora State Normal School, Hermosillo, Sonora. AACTE. (Affiliation activities shifted from University of Sonora for a more directly useful interinstitutional arrangement.) Books, classroom equipment, teaching aids. Interchanges of student teachers and faculty members - in support of programs in language training and the preparation of secondary school teachers.

George Peabody College for Teachers, Nashville, Tennessee - Urban Normal School, Merida, Yucatan. AACTE. Extensive collections of books on education and teacher training, audio-visual equipment, and other similar items - for the advancement of teacher education programs.

Nicaragua

Wilmington College, Wilmington, Ohio - University of Nicaragua, Leon. New. Collection of textbooks in the physical sciences, tape recorder and a group of tape recordings. Visits by a Wilmington student and a Wilmington faculty member to the University of Nicaragua for program purposes. Both institutions actively interested in interchanging students and faculty members - for furthering language training and area studies.

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[1] The list comprises new affiliation projects commenced during 1966 and previously established projects given further State Department support during the year. The projects sponsored by the American Association of Colleges for Teacher Education are identified by the letters "AACTE," and the new projects are identified by the word "New" in the notations. For a list of affiliations formed prior to 1966 see Educational and Cultural Diplomacy-1965, Department of State Publication 8160, Appendix B, p. 96

Peru

Eastern Illinois University, Charleston, Illinois - La Cantuta Higher Normal School, Chosica. AACTE. Educational books, campus publications, audio-visual aids, and tape-recordings - in furtherance of teacher education.

WESTERN EUROPE

France

Indiana University, Bloomington, Indiana - University of Strasbourg, Strasbourg. New. Books, periodicals, campus publications, exhibits, and films - in support of a study abroad program sponsored jointly by Indiana University and Purdue University.

University of Wisconsin, Madison, Wisconsin - University of Aix-Marseille, Aix-en-Provence. New. Books, journals, and scholarly writings - in support of a study abroad program sponsored jointly by the University of Wisconsin and the University of Michigan.

Germany

Indiana University, Bloomington, Indiana - University of Hamburg, Hamburg. New. Books, journals, campus publications, exhibits, and films - in support of a study abroad program sponsored jointly by Indiana University and Purdue University.

Kansas State University, Manhattan, Kansas - University of Giessen, Giessen. Books, periodicals, and technical materials - in support of a long-standing program in direct interchange of students and faculty members.

La Verne College, La Verne, California - Paedagogische Hochschule, Gottingen. AACTE.New. Books, periodicals, films, and recordings - in support of an on-going program in the exchange of students and faculty members.

Wayne State University, Detroit, Michigan - University of Munich, Munich. New. Books and periodicals - in support of a long-standing junior year abroad program.

Western Michigan University, Kalamazoo, Michigan - Berlin College of Education, Berlin. AACTE. Books, journals, tape-recordings, films, and photographic exhibits, in support of a program in the exchange of faculty members and students - for furthering teacher education.

University of Wisconsin, Madison, Wisconsin - University of Freiburg, Freiburg. New. Books and scholarly writings - in support of a junior year abroad program sponsored cooperatively by the University of Wisconsin, University of Michigan, and Wayne State University.

Italy

Indiana University, Bloomington, Indiana - University of Bologna, Bologna. New. Books, periodicals, campus publications, exhibits, and films - in support of a study abroad program.

Norway

Winona State College, Winona, Minnesota - Oslo Laerer Skole, Oslo. AACTE. Long-standing exchange of student publications, textbooks, and teaching films, and other similar items - in response to mutual interests in each other's educational programs, particularly in teacher education.

Spain

Indiana University, Bloomington, Indiana - University of Madrid, Madrid. New. Books, periodicals, campus publications, exhibits, and films - in support of a study abroad program sponsored jointly by Indiana University and Perdue University.

EAST ASIA AND PACIFIC

Japan

Lewis and Clark College, Portland, Oregon - Hokusei Gakuen College, Sapporo. New. Books, educational films and tapes, sheet music, course manuals and syllabi, periodicals, and scholarly writings; interchanges of groups of students - for cultivation of mutual interest in each other's educational programs and study of each other's countries.

University of Pennsylvania, Philadelphia, Pennsylvania - Kanazawa University, Kanazawa. Long-standing exchange of student publications, photographic and are exhibits, scholarly writings, books and periodicals - in fostering mutual interests in one another's educational programs and problems, and the study of each other's countries and areas.

Korea

Edinboro State College, Edinboro, Pennsylvania - Choon-Cheon Junior College for Teachers, Choon-Cheon, Kangwan-do. AACTE. Collections of books on library science, library cataloging materials, educational journals, filmstrips, and teaching aids - in response to mutual institutional interests and needs, particularly in teacher education.

Fairleigh Dickinson University - Rutherford, New Jersey - Kyung Hee University, Seoul. New. Exchange of books, periodicals, tape-recordings, films, and teaching materials - in furtherance of the development of institutional resources in the international field.

Long Island University, Brooklyn, New York - Chung-ang University, Seoul. Collections of books, scientific journals, scholarly writings, campus publications, photographic exhibits, audio-visual aids, and other similar items - in fostering mutual interest in each other's institutional programs and study of each other's countries.

University of Hawaii, Honolulu, Hawaii - Sung Kyun Kwan University, Seoul. Collections of books and other library materials; "face-to-face" visits by faculty members and students - for cultivating interest in each other's educational programs and study of one another's countries.

Philippines

University of Tennessee, Knoxville, Tennessee - Philippine College of Arts and Trades, Manila. AACTE. Books, periodicals, teaching materials, and other similar items - in response to interests in each other's educational programs, especially teacher education.

NEAR EAST AND SOUTH ASIA

Greece

University of Cincinnati, Cincinnati, Ohio - University of Thessaloniki, Thessaloniki. Books and other scholarly publications; visits by faculty members - for developing library resources in the classics and otherwise contributing to cultural interchange.

India

University of Akron, Akron, Ohio - St. Christopher's Training School, Madras. AACTE.New. Books, periodicals, campus publications, tape-recordings, and photographic and art exhibits - for contributing to teacher education and study of one another's countries.

Jordan

State University College, Plattsburgh, New York - Men's Teacher Training College, Amman. AACTE. Books, professional journals, films, tape-recordings, and duplicating equipment - for teacher education purposes and study of each other's countries.

Pakistan

Kansas State College, Emporia, Kansas - University of Peshawar, Peshawar. AACTE. (In cooperation with Clarion State College, Clarion, Pennsylvania). Collections of textbooks, exhibits, and teaching materials - in support of teacher education and area studies.

Springfield College, Springfield, Massachusetts - College of Physical Education of Walton, Lahore. Educational equipment, books, films and periodicals, and other similar items; exchanges of students - in cultivating mutual interests in one another's educational programs and study of each other's countries.

APPENDIX C

COUNTRIES WITH WHICH THE UNITED STATES HAS EXECUTIVE AGREEMENTS FOR THE CONDUCT OF EDUCATIONAL AND CULTURAL EXCHANGE PROGRAMS AND DATES ON WHICH ORIGINAL AGREEMENTS SIGNED

1. Afghanistan (8/20/63)
2. Argentina (11/5/56)
3. Australia (11/26/49)
4. Austria (6/6/50)
5. Belgium/Luxembourg (10/8/48) [1]
6. Brazil (11/5/57)
7. Burma (12/22/47)
8. Ceylon (11/17/52)
9. Chile (3/31/55)
10. China (11/10/47)
11. Colombia (1/9/57)
12. Cyprus (1/18/62)
13. Denmark (8/23/51)
14. Ecuador (10/31/56)
15. Ethiopia (12/6/61)
16. Finland (7/2/52)
17. France (10/22/48)
18. Germany (7/18/52)
19. Ghana (1/24/62)
20. Greece (4/23/48)
21. Iceland (2/23/57)
22. India (2/2/50)
23. Iran (9/1/49)
24. Ireland (3/16/57) [2]
25. Israel (7/26/56)
26. Italy (12/18/48)
27. Japan (8/28/51)
28. Korea (4/28/50)
29. Liberia (5/8/64)
30. Malaysia (1/28/63)
31. Nepal (6/9/61)
32. Netherlands (5/17/49)
33. New Zealand (9/14/48)
34. Norway (5/25/49)
35. Pakistan (9/23/50)
36. Paraguay (4/4/57)
37. Peru (5/3/56)
38. Philippines (3/23/48)
39. Portugal (3/19/60)
40. Spain (10/16/58)
41. Sweden (11/20/52)
42. Thailand (7/1/50)
43. Tunisia (11/18/63)
44. Turkey (12/27/49)
45. United Arab Republic (11/3/49)
46. United Kingdom (9/22/48)
47. Uruguay (7/22/60)
48. Yugoslavia (11/9/64)

[1] Belgium and Luxembourg signed a joint agreement.

[2] Special agreement.